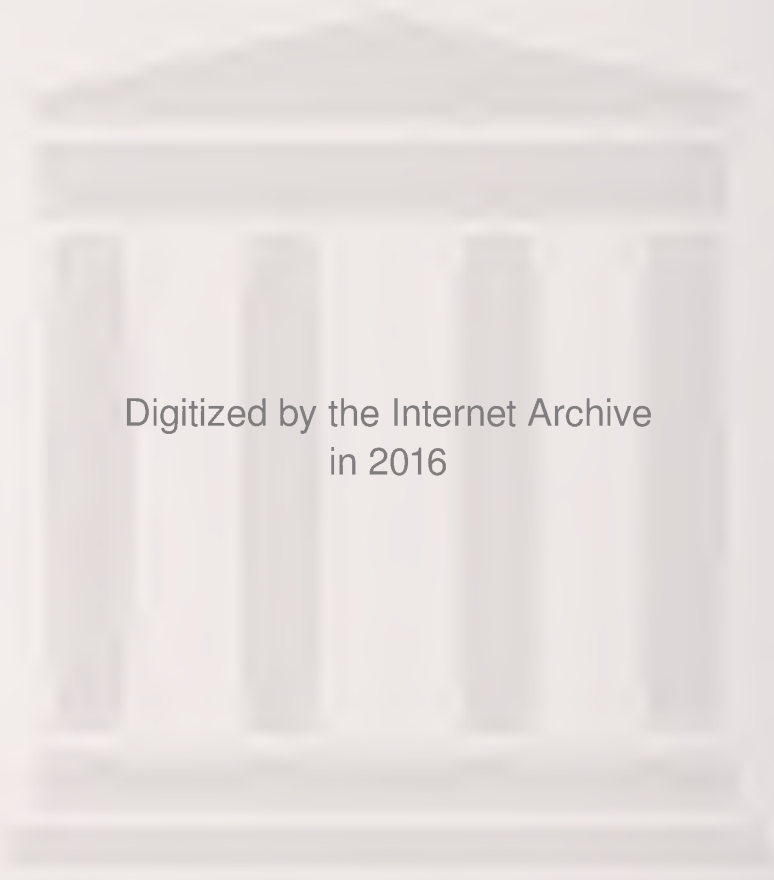




AVILA

2002-2003 CATALOG





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Correspondence

Persons wishing further information should write or telephone:

Office of Admissions

Avila University

11901 Wornall Road

Kansas City, Missouri 64145

816-501-2400

D-Admissions@Mail.Avila.edu

Visitors are welcome at the university. While it is advisable to make appointments in advance, the Office of Admissions will be happy to arrange a tour of the campus for visitors during the regular office hours which are 8:00 a.m. to 5:00 p.m., Monday through Friday.

This catalog is not to be construed as a contract. The university reserves the right to change fees, tuition, or other charges; add or delete courses; revise academic programs; or alter regulations and requirements as deemed necessary. Avila University offers both equal education and equal employment opportunities.

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ACADEMIC CALENDAR 2002-03

Fall, 2002

First Year Seminar Classes Begin	August 26
Day/Evening Classes Begin	August 28
Labor Day Weekend	August 31 - September 2
Weekend Classes Begin	September 13
Avila Day/Fall Break	October 9 - October 13
Thanksgiving	November 27 - December 1
Finals Week	December 16 - December 19

Spring, 2003

Day/Evening Classes Begin	January 13
Martin Luther King Jr. Holiday	January 20
Weekend Classes Begin	January 24
Spring Break	March 17 - March 23
Easter Break	April 17 - April 20
Finals Week	May 5 - May 8
Commencement	May 9 - May 10

GENERAL INFORMATION



Introducing Avila University

Avila University is a Catholic, four-year, co-educational university with liberal arts and professional programs. It is situated on 48 rolling acres in south Kansas City, Missouri. Avila University was founded in 1916 and is sponsored by the Sisters of St. Joseph of Carondelet.

From its modest beginnings, Avila has become a flourishing, comprehensive university offering a variety of degree programs. Founded as the College of St. Teresa, the college grew and expanded to a larger campus in 1963. It was at this time that the college name was changed to Avila to honor St. Teresa of Avila.

Avila University's commitment to excellence, to service of students and the community, to quality education of spirit, mind and body, and to growth of the whole person is deeply rooted in its Catholic heritage and in the lives and beliefs of the founding Sisters of St. Joseph.

Students, faculty and staff at Avila University provide a supportive, caring yet challenging environment in which students receive close personalized attention with a student-faculty ratio of 13:1.

A strong emphasis is placed on integrating the liberal arts into all programs so as to prepare students for a lifetime of personal fulfillment and career growth. Carefully-planned courses in the humanities, arts, natural and social sciences are designed to develop each student's ability to think critically, analyze written material and write and speak effectively. At Avila University, students acquire those skills necessary for success in a chosen career as well as preparation for graduate or professional studies.

Mission Statement of Avila University

Avila University is a value-based community of learning, Catholic, co-educational and sponsored by the Sisters of St. Joseph of Carondelet. In a climate respecting the worth and dignity of each individual, the university provides liberal arts, professional undergraduate and graduate education for students' responsible life-long contributions to the contemporary world. (*adopted 1986-87*)

Purposes of Avila University

- Pursue academic excellence by providing an educational experience rooted in the Catholic tradition and in the spirit of the Sisters of St. Joseph, both of which emphasize collaboration, examination of social justice issues, responsiveness to needs of others, and respect for the worth and dignity of each individual.
- Offer liberal arts and professional undergraduate and graduate programs grounded in scholarship with well defined educational outcomes which emphasize communication and thinking skills, knowledge, and personal, social and spiritual development of each student.
- Strive for excellence through responsiveness to on-going assessment, evaluation, and self-reflection.

- Promote student learning by emphasizing teaching-learning strategies which actively engage the student in the learning process.
- Foster development of the whole person for life-long learning and service to the contemporary world through curricular and co-curricular programs.
- Serve a community of learners – primarily from the midwest – with diverse backgrounds and needs by providing a variety of educational formats.
- Address the broader educational needs of the greater Kansas City area by exploring, initiating, and supporting partnerships within the community. *(adopted 1996)*

Value Statements of Avila University

The Avila Community Values . . .

- Excellence in teaching and learning
 - The Catholic identity of the university
 - The sponsorship and contributions of the Sisters of St. Joseph
 - The worth, dignity and potential of each human being
 - Diversity and its expression
 - Commitment to the continual growth of the whole person
 - Interaction with and service to others
- (adopted 1988)*

History of Avila University

The Sisters of St. Joseph were founded in LePuy, France, in 1650 to serve their neighbors by responding to the needs of society. In 1836, six Sisters arrived in America and traveled up the Mississippi to St. Louis, Missouri, and settled in a small town south of the city known as Carondelet. These women established several schools and were soon known as the Sisters of St. Joseph of Carondelet.

In 1866, five Sisters came to Kansas City and opened the first private high school for young women, St. Teresa's Academy. In 1916, the academy administration chartered the first private college for women in Kansas City, the St. Teresa College, and offered a two-year program leading to an Associate of Arts Degree. Fifteen years later, St. Joseph's Hospital School of Nursing became affiliated with the college and nursing students were enrolled in basic science and humanities courses.

In 1940, the college was expanded to a four-year liberal arts college with professional programs in nursing, education and business. It was fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1946 and was called the College of St. Teresa.

The college established Kansas City's first baccalaureate degree program in nursing in 1948 and was accredited by the National League for Nursing in 1966. Additional programs in allied health, social work, and special education were developed to complement strong programs in the liberal arts.

The growth of the college resulted in a move to its present campus in 1963, which is located in suburban South Kansas City, three miles from Interstate 435. Seeking to serve a diverse population, the college became co-educational in 1969, established graduate programs in business, education and psychology in 1978 and began Kansas City's first Weekend College in 1984.

Since its founding in 1916, Avila University has been committed to excellence in teaching and learning in an environment that respects the uniqueness of each person and stresses responsible service to others.

Philosophy of Avila University

Avila University, sponsored by the Sisters of St. Joseph of Carondelet, is an academic community dedicated to education in the liberal arts and the professional areas.

Avila is a Catholic university that seeks to foster the intellectual, spiritual and social growth of its members. The university community includes men and women with a diversity of religious convictions.

The administration, faculty, staff and students work together to create an environment wherein the quality of Christian hope permeates and enlivens an objective search for truth.

Avila students are encouraged to develop values which enable them to grow in freedom and responsibility as they respond to contemporary, social and moral issues.

The Avila community provides an atmosphere of faith and support in which members may gain insight into themselves, their relationship with God, and their place of service in the world community.

Avila University Campus

Avila University is just minutes off an interstate highway network and is convenient to Kansas City's many attractions. Its fourteen buildings are situated on 48 acres in suburban South Kansas City and include residence halls; a fieldhouse; a sports complex for baseball, softball and soccer; the library; theatre; chapel and classroom facilities.

Campus Buildings/Centers

Blasco Hall (1963)

Administrative Offices, Admissions, Student Resource Center.

O'Rielly Hall (1963)

Primary academic building with science laboratories, computer classrooms, lecture hall and classrooms.

Carondelet Hall (1965)

Residence Hall and computer laboratory.

Marian Center (1965)

Student Center with cafeteria, snack bar, lounges, student government offices and bookstore.

Foyle Hall (1967)

Residence Hall for the Sisters of St. Joseph. Also houses the **Orscheln Memorial Chapel**.

Ridgway Hall (1970)

Residence Hall

Hodes Education Center (1973)

Houses Education and Psychology classrooms and offices, the Child Care Center and the Montessori classrooms.

Goppert Theatre/Borserine Nurse Education Center (1974)

Theatre with thrust stage and seating capacity of 500, the McKeon Performance Studio and Music rooms. Borserine Center houses offices, classrooms, lounges and learning laboratory for nursing students and faculty.

Hooley-Bundschu Library (1978)

Library houses 70,000 volumes, a learning center, the Education Curriculum Library, and a computer laboratory.

Whitfield Center (1978)

Houses the Business Division, the Avila Advantage program, classrooms, the Whitfield Conference Center and the Thornhill Art Gallery.

Mabee Fieldhouse (1980, expanded 2001)

Contains the gymnasium, equipment and locker rooms for both men and women, a weight room, a walking track, and athletic offices.

Thomas R. Zarda Family Athletic Complex (1991)

Multipurpose outdoor athletic complex for softball, baseball and soccer.

Dallavis Center (1992)

Classrooms, the Communication Center including a TV studio with audio and video editing facilities, and the Art Center with studios, a photography laboratory, and Macintosh computers.

Schlumpberger Facility (1999)

Houses the maintenance equipment and services.

Library

The Hooley-Bundschu Library is the information resource center for the campus. It houses a collection of over 70,000 books, a current subscription list of 500 periodicals and newspapers, videotapes, CD-ROMs and the entire ERIC document collection on microfiche. The Library is a member of MOBIUS, a statewide consortium of over 50 academic libraries with a shared on-line catalog. The Library subscribes to on-line search services DIALOG and WESTLAW as well as providing student access to the bibliographic databases FirstSearch and ERIC. In addition, the Library provides access to full-text databases EBSCOhost, Lexis-Nexis Academic Universe, Gale Business & Company Resource Center, Contemporary Women's Issues and DIScovering Authors. A children's literature collection and study rooms are available for faculty and student use. In addition, the Library houses a computer

lab with sixteen IBM compatible computers connected to the campus network and providing e-mail and Internet access as well as Microsoft Office and curriculum related software. Macintosh computers are also available. The Library is designed to provide an environment conducive to learning and research in an age that merges written and electronic media.

Academic Technology Facilities

Avila University has two computer labs and three computer classrooms. The two computer labs are located in the Hooley-Bunsch Library and in Carondelet Hall. Two computer classrooms are located in O'Rielly Hall and one is located in Dallavis Center.

The library lab has 18 Dell computers and 1 Macintosh computer connected to the campus network. The network stores the application software, which consists of Microsoft Office and other applications for specific classes as well as allowing access to the Internet. There are also a variety of software applications directed towards nursing education available on the library computers. For students living in the residence halls, a lab of 10 Dell computers is housed in Carondelet Hall. These computers have the same software as the O'Rielly computer classroom. There are four printers, of which two are color printers.

One Dallavis classroom consists of 15 Apple Macintosh G3 computers, each equipped with a 17" Multiscan color monitor. Software available consists of Microsoft Office, Microsoft Works, Photoshop, Illustrator, QuarkXPress, and other specialty applications. This classroom also has three CD burners, three scanners, an HP750 color plotter and an HP 5M Laserprinter. Both O'Rielly computer classrooms consist of 22 Pentium-II computers, each having a SVGA color monitor. Each computer runs Windows software including Microsoft Office and other specialty applications. Other equipment includes HP 5M Laserprinters and a SMART Board.

Faculty

The Avila University faculty is made up of 83 full-time equivalent professors. Seventy-two percent of the full-time faculty hold Ph.D. degrees or terminal degrees in their field and teach introductory as well as advanced courses. Avila's adjunct faculty are practitioners chosen for their ability to teach in specialized areas.

The faculty is committed to excellence in teaching. Research and publication are also valued especially when collaboration of students and faculty is involved. The Avila University faculty is dedicated to life-long learning, professional growth and excellence in the classroom.

Student Body

Avila University's 1,400 students come from the Kansas City Metropolitan area as well as 14 states and 13 countries. They range in age from 17 to 75. Some reside on campus and others commute to classes. Over 80% of the full-time students receive some type of financial aid. Avila University students major in one of 33 undergraduate and 3 graduate programs doing clinical work or internships in numerous agencies and businesses throughout the metropolitan area.

Accreditation

Avila University is accredited by

The Higher Learning Commission and a member of
the North Central Association
30 North LaSalle St., Suite 2400
Chicago, Illinois 60602-2504
(800) 621-7440 • Fax (312) 263-7462 • Internet: info@ncacihe.org

Avila University programs are accredited by*:

Joint Review Committee on Education in Radiologic Technology
National Accrediting Agency for Clinical Laboratory Sciences
Council on Social Work Education
Missouri State Department of Elementary and Secondary Education
Masters in Psychology Accreditation Council
Commission on Collegiate Nursing Education

The Paralegal Program is approved by the American Bar Association.

Avila University Division of Nursing is approved by:

Missouri State Board of Nursing
3605 Missouri Boulevard
Post Office Box 656
Jefferson City, Missouri 65102-0656
(573) 751-0681 • Fax (573) 751-0075

**Addresses for accreditation/approval agencies on pg. 202.*

Membership

American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Paralegal Educators
Association of American Colleges and Universities
Association for Gerontology in Higher Education
Association of Catholic Colleges and Universities
Association of College and University Housing Officials
Association of College Unions-International
Association of Departments of English
Association of Governing Boards of Universities and Colleges
Campus Ministers of the Diocese of Kansas City-St. Joseph, Missouri
Catholic Campus Ministry Association
Collegiate Nurse Educators of Greater Kansas City
Council of Independent Colleges
Council on Social Work Education
Council for Advancement and Support of Education
International Assembly for Collegiate Business Education
Kansas City Association of Legal Assistants
Mathematical Association of America
Missouri Academy of Science

Missouri Association of College Admissions Counselors
Missouri Association of Colleges of Nursing
Missouri Association of Collegiate Registrars and Admissions Officers
Missouri Association of Schools and Departments of Music
Missouri Association of Theatre
Missouri Catholic Campus Ministers Association
Missouri College Fund
Missouri College Personnel Association
Montessori Institute of America
National Association of Campus Activities
National Association of College Admissions Counselors
National Association of College and University Business Offices
National Association of Foreign Student Advisors
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Orientation Directors' Association
National Women's Studies Association
Sisters of St. Joseph College Consortium
Speech and Theatre Association of Missouri

Campus Policies

Non-Discriminatory Policy

Avila University is an Equal Opportunity and Affirmative Action Employer and is committed to achieving and maintaining equal opportunity in employment and personnel actions and procedures including but not limited to recruitment, hiring, training, transfer, promotion, compensation and services.

Further, Avila University is committed to non-discrimination and equal opportunity to its students including but not limited to recruitment, admissions, financial aid, educational policies, placement services, housing, athletics, sponsorship and conduct of co-curricular activities and other university administered programs and services.

These policies for students, faculty and staff are to be administered without regard to sex, race, religion, age, color, sexual orientation, disability or national origin.

Responsibility for implementation of these policies is assigned to all administrative personnel and department heads. The Affirmative Action Coordinator is responsible for monitoring said policies and shall report progress, problems and concerns to the President.

Procedures for filing complaints and seeking their resolution are available from the Affirmative Action Coordinator.

Any concerns regarding discrimination on the basis of sex or disability should be addressed to Orrell Hutson, the university coordinator of Section 504 of the Rehabilitation Act of 1973 Title IX, in the Business Office, Blasco Hall, 816-501-3618.

Sexual Harassment Policy

It is the policy of Avila University that sexual harassment is unacceptable conduct and will not be tolerated. To establish an environment in which the dignity and worth of all members of the institutional community are respected, Avila University will take immediate and appropriate corrective action in cases of sexual harassment.

Avila is committed to maintaining an environment that is free from discrimination and harassment. Avila believes that each student, member of the staff, and member of the faculty should be given an equal right to succeed based on his or her abilities and performance without being bothered or distracted by offensive behavior on the part of other Avila personnel. Each person at Avila has a right to personal privacy and dignity. Each person at Avila is responsible for creating an atmosphere free of discrimination and harassment.

Sexual harassment is a form of sexual discrimination and is illegal under Title VII of the Civil Rights Act and Title IX of the Higher Education Act. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (for example, between a supervisor and employee, or between a faculty member and student), but may also occur between student peers or employees of equal ranks. Any member of the Avila community violating this policy is subject to disciplinary action (i.e., warning, restitution, suspension and/or dismissal). This policy will be strictly enforced.

1. Definition

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education;

OR

- b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;

OR

- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work, educational performance or of creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definitions outlined above.

2. Examples of Sexual Harassment

The overriding factor in sexual harassment is that the behavior is uninvited and unwanted. Sexual harassment is not accepted social behavior. In one extreme form, sexual harassment occurs when a person in a position of influence or control uses authority or power to coerce sexual relations or punish refusal. Sexual harassment, however, is not limited by the gender of either party, or by superior-subordinate relationships.

A hostile environment may occur even if the harassment is not targeted specifically at the individual complainant. For example, if a group of students regularly directs sexual comments toward a particular student, a hostile environment may be created not only for the targeted student, but also for those who witness the alleged conduct.

Sexual harassing behaviors may include, but are not limited to, the following:

- Coerced sexual relations.
- Physical assault, including rape.
- Unwelcome sexual flirtation, advances or propositions.
- Inappropriate personal questions.
- Verbal remarks of a sexual nature, whether to an individual or directed to a group.
- Sexually explicit or sexually offensive jokes.
- Graphic or degrading verbal or written comments about an individual or the individual's appearance.
- The display of sexually explicit, offensive, or demeaning photographs, cartoons, articles, or other written materials or objects of a sexual nature.
- Transmitting or accessing sexually explicit materials by computerized, electronic, or other means, such as e-mail and voice-mail.
- Requiring a person to wear sexually revealing clothing when not relevant to the educational or work experience.
- Any suggestive or unwelcome physical contact.
- Demanding sexual favors accompanied by promises, hints or threats concerning one's employment or educational status or opportunities.
- Verbal abuse of a sexual nature, including graphic commentaries regarding a person's body; comments regarding sexual behavior; sexually degrading words to describe a person; sexually suggestive gestures, to include staring, leering, or ogling the person's body; unwelcome requests for sexual behavior; lewd comments, sexual innuendoes, and other vocal activities such as cat calls, wolf whistles, etc.
- Introducing clearly inappropriate or generally offensive sexual content into a classroom discussion.
- Stalking.

3. Confidentiality

Faculty, staff and students of Avila University must report to one of the members of the grievance committee all alleged incidents of sexual harassment of which they become aware. This includes circumstances under which an allegation of harassment is made and accompanied by a request to keep the matter confidential and take no action. The only persons exempted from this reporting obligation are licensed counselors and campus ministers who become aware of the allegation in the course of providing confidential counseling services.

Cases involving sexual harassment are particularly sensitive and demand special attention to issues of confidentiality. Avila University will protect the confidentiality of harassment allegations to the extent possible. Avila cannot guarantee complete confidentiality, since it cannot conduct an effective investigation without revealing certain information to the alleged harasser and potential witnesses. However, information about the allegation of harassment will be shared only with those who need to know about it. Records relating to harassment will be kept confidential on this basis.

4. Sexual Harassment Complaint Procedures

See the Vice-President and Dean of Academic Affairs or the Vice-President and Dean of Student Affairs for the procedures to report a sexual harassment complaint.

5. Other Action Permissible

In addition to using the grievance procedures described in paragraph 4, persons believing that they may be the victims of sexual harassment have the right and are encouraged to tell the perpetrator that the conduct is offensive and to insist that the conduct stop.

6. Retaliation Prohibited

This policy seeks to encourage students, staff, and faculty to express freely, responsibly, and in an orderly way their opinions, beliefs, and feelings about any problem or complaint about sexual harassment. Any member of the university community who personally or through another person attempts to interfere with, restrain, coerce, discriminate against, or harass (whether overtly or covertly) any individual making a complaint of sexual harassment will be subject to prompt and appropriate disciplinary action.

7. Avila's Commitment to Effective Anti-Sexual Harassment Policies

If any student, member of the faculty, or member of the staff feels that Avila has not met its obligations under this policy, that person should contact either the Vice President for Fiscal Affairs or the Vice President for Academic Affairs. Effective anti-harassment policies depend on all members of the Avila community, working together to address this very important subject.

Consensual Relationships

Amorous relationships between persons of unequal power and position within an organization can lead to difficulties and liabilities for all parties. Avila University considers amorous relationships between employees and students to be unethical when the employee has professional responsibility for the student in the context of supervision, teaching, or advisement or has direct power to control benefits, rewards, privileges or penalties.

Substance Abuse

Avila University is committed to helping all members of the university community to make responsible decisions in all areas of their lives. As a part of this commitment, Avila University recognizes the need to supply accurate information on the consequences of the use and abuse of substances, legal and illegal, to students, faculty and staff. Therefore, the university has established a process by which members of the Avila community who are abusing substances can be identified. As an aid in developing a mature and responsible outlook, programs through which identified abusers can be assisted in dealing with dependence have been established.

Family Education Rights and Privacy Act (FERPA)

Avila complies with the provisions of the Family Education Rights and Privacy Act of 1974. This Act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. Copies are available upon request to the Registrar.

Student Right-to-Know Act

Avila complies with the provisions of the Student Right-to-Know Act of 1990. This Act requires institutions of higher learning who receive Title IV student financial assistance to be responsible for calculating completion of persistence rates, and making them available to current or prospective students through “appropriate publications and mailings.” Requests for copies can be directed to the Registrar.

Crime Awareness and Campus Security

Avila complies with the provisions of the Crime Awareness and Campus Security Act of 1990. This Act requires institutions of higher learning who receive Title IV funding to publish an annual report that sets forth its policies on crime prevention issues and gives statistics on the number of specific crimes which have occurred on campus and the number of arrests on campus for liquor law violations, drug abuse violations, and weapons possessions. In addition, the Act requires that institutions provide timely warnings to the campus community of certain crimes reported to campus security or local law enforcement which may be considered a threat to other students and employees. Copies can be obtained by submitting a request to the Vice-President of Student Affairs. Statistics are available on the website at www.Avila.edu or by contacting the Vice-President of Student Affairs at 816-501-3748.

Information Technology Usage Policy

Avila University is committed to the ideals of honesty and respect for both real and intellectual property of other persons. All users of the university computers, networks and technology facilities must agree to use them legally, ethically, and in keeping with their intended use. Students using the computers, networks, and/or technology equipment are agreeing to abide by the information technology policies noted in the Avila Student Handbook.

CAMPUS LIFE



Student Affairs

Student Involvement

Life outside the Avila classroom can be as rewarding as the environment inside the classroom. The academic experience is enhanced through a variety of offices, programs and services. The Student Affairs staff coordinates opportunities for personal, intellectual, physical, social and spiritual growth. Combined, these opportunities promote a successful college experience.

Residence Life

As an integral part of the Student Life Office, the residence hall program strives to complement a student's academic program through a community living experience. Along with the convenience of living on-campus, living in the residence halls allows you to interact with students of diverse backgrounds, cultural experiences, and lifestyles.

Each residence hall consists of a fully air-conditioned environment, featuring student rooms to accommodate up to 225 students, professional live-in staff, and professionally trained student staff. Lounge, laundry and kitchen facilities are located on each floor, and the residence hall complex contains exercise rooms, piano practice rooms, a computer lab, and an Academic Outreach Center. Each student room comes complete with cable television service, local telephone service, and data port connections.

To find out how to become more involved in residence life, contact the Student Life Office at 816-501-3660.

College Skills

Through the College Skills program students may access services designed to help them master the art of being successful students. They may register for an elective 3 credit class, ED 101, Strategies for Academic Success or attend tutorials with the staff that includes peer and professional tutors. Tutorial topics include, but are not limited to, math, study skills, reading, and time management. Writing topics include prewriting, organizing, drafting, revising and editing. Computer software, video tapes, and handouts on a wide variety of topics are also available. Individual and small group appointments are available upon request. To find out more about the services available, contact the Student Resource Center at 816-501-3666.

Personal Counseling

Clinical Counseling Services are available through the Student Resource Center in lower Blasco. This service offers confidential clinical counseling free of charge to assist students in making the most of their educational opportunities and enhancing the quality of their lives. The Clinical Counselor is a licensed mental health professional trained to address personal, emotional and academic issues. The counselor is able to provide short-term counseling (multiple series of one to six sessions) throughout the student's college career. The counselor is also available for assessment and referral to appropriate community resources.

Career Services

Located in the Student Resource Center in lower Blasco, the Career Services office offers students a variety of practical resources. Computer-assisted career exploration software, job vacancy postings and bulletins, an employer database, a library of career and job search related books, interest inventories, a career newsletter, videos, access to career information available on Internet web sites, graduate school information, GRE or GMAT software, files of self-help sheets, and employer files are among the free services available to all Avila students. While drop-ins are welcome, students seeking individual career counseling or personal assistance with resumes, cover letters, networking and job search strategies are encouraged to schedule an appointment in advance. Students requiring a resume can team up with our coordinator to prepare a camera-ready copy of their resume, free of charge, for internships, scholarships, graduate school or employment applications. Also available are annual Employer Fairs and Interview Days co-sponsored by the Career Services office and other Kansas City area colleges and universities.

Intensive Language and Culture Program (ILCP)

The Intensive Language and Culture Program is designed to prepare international students to study at a college or university in the United States. Students study twenty hours of English per week, which includes five hours in each language area: Speaking and Listening, Reading and Vocabulary, Grammar (Structure), and Writing (Composition). The program features three levels of instruction. Class size is usually ten students or fewer to ensure personalized attention. Additional English practice is available through one-on-one instruction by faculty and tutors. Students may register for ESL classes and courses in their major during the same semester. Up to seven credits of non-ESL classes in their chosen major may be taken, usually in areas such as computers, mathematics, and the arts. Upon successful completion of the ESL program, students may study for a degree full-time. The ESL program offers listening tapes and computer-assisted learning which gives students the opportunity to spend as much time as they like in learning English at their own speed. Through a cultural adaptation class, students learn about American customs and idioms, banking, shopping, telephone use, and local transportation. The culture class offers the opportunity to experience American society through trips to cultural events, entertainment and sight-seeing spots, and shopping. For further details, contact the ILCP Coordinator in the Student Resource Center.

Health and Child Services

Health and Child Services are located in lower Carondelet Hall, accessible through the tunnel from Marian Center. The nurse-directed health center is staffed by a registered nurse and offers free health services to students, including minor illness/injury assessment and treatment, referrals to health care agencies or providers, student health insurance information and health counseling either on an individual basis or through group programs.

Health Services is the primary campus contact for students applying for health insurance offered through the university, understanding insurance coverage, and if needed, submitting claims.

Information about the Child Care Center and Montessori School is also available from this office.

Child Care

The Child Care Center is available for the university community child care needs between the hours of 7:30 a.m. to 5:30 p.m., Monday through Friday, at an hourly fee. The center is designed for children, ages 2 1/2 (toilet-trained) through 6, to enjoy non-structured free play supervised by qualified staff and university student assistants. The center is not structured for extended all day care; however, in conjunction with the Montessori School, full day needs can be met. The Child Care Center is located in Room 719, Hodes Education Center, and the days of service coincide with the academic calendar for both the fall and spring semester.

Montessori School

Avila Montessori School offers schooling, including kindergarten, for children ages 3 (toilet-trained) through 6. Several enrollment options, in both full-day and half-day sessions, are available between the hours of 9:00 a.m. to 3:00 p.m., Monday through Friday. The school is accredited through Montessori Institute of America (MIA) and is taught by certified Montessori teachers assisted by teacher aides. Avila's Child Care Center can provide extended before and after school child care. The Montessori School is located in Rooms 715 and 716, Hodes Education Center. The school's days of service closely coincide with the academic calendar for both the fall and spring semester.

FOR MORE INFORMATION OR TO ENROLL YOUR CHILD IN THE CHILD CARE CENTER OR THE MONTESSORI SCHOOL, CONTACT HEALTH AND CHILD SERVICES, 816-501-3676 or 816-501-3668.

Campus Ministry

Campus Ministry views the development and exploration of spiritual values as an important part of the total experience of Avila. Students are invited to discover and develop their individual spirituality through a variety of programs: liturgical celebrations, interfaith services, social justice awareness, volunteer services, faith sharing groups, retreat experiences, and individual counseling and spiritual direction. Student leadership and involvement is highly promoted in Campus Ministry. All members of the Avila community are invited to participate in Campus Ministry programs regardless of religious preference.

Bookstore

The campus bookstore operates to meet the needs for texts, supplies and many gift items. The bookstore also operates the Lost and Found Department for the campus.

Alumni Association

Through the Avila University Alumni Association men and women who have attended the university can maintain friendships and loyalties developed during their college years. Any former student who has completed twenty-four (24) semester hours of coursework at Avila

is considered an alumnus/a. Through the association, alumni/ae promote the continued growth of the university and their own interest in higher education.

Disabled Student Services

Avila University welcomes students with physical or mental challenges who can be successful learners and contributors to the university community. To apply for accommodation in your learning environment (curricular or co-curricular), please complete a Request for Accommodation Form, available from The Coordinator of College Skills and Disability Services, who is located in the Student Resource Center of Blasco Hall. Questions, issues, or concerns are welcomed. Call 816-501-3666.

Upward Bound

Upward Bound is a U.S. Department of Education-funded program which assists students in grades nine through twelve in completing high school and entering programs of post-secondary education. Upward Bound is sponsored by Avila University, and serves Grandview, Raytown and Southeast High Schools in Kansas City. During the academic year, Upward Bound students participate in college visits, cultural and academic enrichment activities, and weekly tutoring sessions. During the summer, the students participate in a six-week residential program that simulates the college experience.

Student Development Activities

At Avila, academic life and student development activities are meant to join together to provide students with a well-rounded education. Our goal is to create leadership and involvement opportunities where students can enhance leadership skills and personal development.

Clubs and Organizations

There are numerous clubs and organizations which allow students to explore their interest, become involved in campus life, and have fun. Students develop such skills as interpersonal communication, organization, budgeting, time management, delegation, motivation, and the art of compromise. To learn more about current student organizations or to find out how to start one of your own, call the Student Activities Office at 816-501-3754.

Spirit Squad

These students bring an added level of excitement and school spirit to Avila's campus. Performing at Avila athletic events, this group consists of a dance team and cheerleading squad that perform at a competitive level. Their performances enhance the experience for student athletes and the thousands of students, parents, alumni, and guests present at these events.

Publications

The Talon, the student newspaper, is published every three weeks during the academic school year excluding vacation periods. Students comprise the entire editorial, writing and production staff under the guidance of The Talon advisor. Previous newspaper experience is not required to serve on the staff, and participation is open to anyone interested in any aspect of newspaper production.

The Scop is Avila University's art and literary magazine. It is issued once a year at the end of spring semester. Students comprise the entire editorial staff, under the guidance of faculty advisors from both the Art and English departments. The magazine publishes the best prose, poetry, and artwork the university has to offer. Submissions to the magazine are open to all Avila students, faculty, and staff, and awards are offered for the best work in each genre.

Debate Team

This team of students competes in debate and forensics competition with local and regional institutions. Building on the strength of Avila's communication, political science, and education majors, Avila expects to fare well in competition.

Mock Trial Team

Mock Trial is an intercollegiate activity that promotes critical thinking, cooperative problem solving, public speaking and mutual trust between team members while affording students the opportunity to actively participate in the trial process. Coached by both a professor and an attorney, students assume the roles of both attorneys and witness for a hypothetical case, and engage in trial activity and litigation in regional and national tournaments. Regardless of a student's academic major or interests, Mock Trial is an excellent opportunity to learn important skills in a non-classroom environment.

Student Senate

All students admitted and enrolled for credit at Avila University are members of the Avila University Student Body and represented by the Senate.

Eleven students, elected in the annual, spring, campus-wide election, make up the Student Senate. Senators or senate appointees serve on most committees of the university and encourage student viewpoints and participation in the operation of the university. Contact the Associate Dean for Student Affairs at 816-501-3628 for information about Student Senate.

Fine Arts

A number of activities are available for students in conjunction with these Humanities areas: Art, Communication, Music, and Theatre. Gallery exhibits, video and TV production, debate, music recitals and theatre productions offer students the opportunity to participate as artists, performers and technicians. The area coordinators have specific details about their programs.

Athletic Program

Intercollegiate Athletics

Avila's intercollegiate athletic program sponsors eight team sports: women's volleyball, men's and women's soccer, men's and women's basketball, women's softball, men's baseball, and men's football. All students are welcome to try out for any of Avila's intercollegiate teams and can become involved in other roles such as serving as a student manager, trainer or student assistant.

Avila is a member of the National Association of Intercollegiate Athletics (NAIA) which administers athletic programs and championships in proper balance with the overall collegiate educational experience. Avila is a member of the highly respected Heart of America Athletic Conference. Members of the conference include Baker University, Benedictine College, Central Methodist College, Culver-Stockton College, Evangel College, Graceland College, Lindenwood College, Mid-America Nazarene University, Missouri Valley College, and William Jewell College.

For further information regarding opportunities available, contact the Department of Athletics at ext. 816-501-3634.

Athletic and Recreational Facilities

Avila has outstanding athletic and recreational facilities available to students, faculty and staff. Outdoor facilities include the Thomas R. Zarda Family Athletic Complex which includes baseball, softball and soccer fields, tennis courts, and multipurpose field space. Indoor facilities at the Mabee Field House include basketball and volleyball courts, universal and free weight equipment, aerobic exercise equipment, indoor batting cage, and men's and women's locker rooms. Additionally, a dance studio is available in lower Carondelet Hall.

Avila's athletic and recreational facilities are available to all students, faculty, and staff.

Wellness and Intramural Programming

Wellness and intramurals offer programming for all members of the Avila community. The programming is designed to promote wellness and physical fitness and include forums, classes, informal activities, and intramural competition. Examples of activities include golf lessons, aerobics classes, and weekly competitions. Examples of intramurals include kickball, volleyball and wiffleball. Contact the Director of Health and Child Services at 816-501-3668 for questions regarding wellness programs and activities. Contact Student Life at 816-501-2421 for questions about intramural programs.

Student Honors

The Avila Medal is an honor conferred by the President. The award is presented on qualifications of character, service and loyalty.

The Ariston Award is an honor conferred by the students on the outstanding senior.

Who's Who Among Students in American Universities and Colleges is a nationally recognized award conferred upon graduating seniors who have shown outstanding merit and accomplishment in academic and co-curricular areas.

The St. Catherine's Medal is presented annually through Delta Epsilon Sigma to the sophomore woman who has the best record of progressive achievement for her class at the university.

The St. Thomas More Medal is presented annually by the Avila University faculty to the male sophomore student who has the best record of progressive achievement for his class at the university.

Academic departments and offices confer more than 20 awards for scholarship, leadership and contributions to the university. These are awarded annually at the Honors Convocation held on commencement day.

Student Policies

Membership in the Avila University community entails responsibilities as well as privileges. Acceptance and adherence to university policies and codes is necessary in order to maintain a sense of respect and belonging for all members.

Student Conduct

Avila is committed to the educational development of the total person and seeks to develop an environment that is conducive to academic endeavor, social, spiritual, personal and physical growth with individual self-discipline and responsibility. The individual who enters this community voluntarily assumes obligations of performance and behavior required by the institution, relevant to its purposes and functions. Disciplinary sanctions may be imposed by the University whenever student conduct interferes with the University's responsibility of ensuring the opportunity of the university to attain educational objectives, or its responsibilities of protecting the rights, health and safety of its members. (See student handbook for complete copy of the Code of Conduct.) Handbooks are available on-line through the Avila University Website @ www.avila.edu or by contacting the Student Life office at 816-501-3627.

Motor Vehicles and Parking

Vehicles of resident students must be registered with the Student Life Office. No additional registration is necessary. Free parking is provided to all members of the university and their guests. Tickets shall be issued to vehicles parked in handicapped or No Parking areas. Temporary handicapped parking passes are available from the Student Affairs office located in Marian Center.

Student Campus Living Requirement

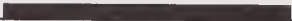
The university believes in its responsibility to ensure that each new student is given maximum opportunity to succeed academically, developmentally and socially. This can best be accomplished through a total integration of the university environment and residence on campus. Therefore, all full-time single freshmen and sophomores under the age of 21 are required to live in university residence halls if they are not residing with parents. Contact the Student Affairs Office for further information or exceptions to this policy.

Personal Property Losses

The university is not responsible for the loss or damage to property owned by students or their guests, regardless of the cause.

Identification Cards

All students are required to have an official validated Avila University ID card. Students shall present their ID card upon request of an authorized university official for services and admittance to university activities and events, and the use of some facilities. Some local businesses grant discounts to students who present a valid ID. ID cards must be validated each semester that a student is enrolled at Avila University. For more information or for a schedule of times for having ID photos taken, please contact the Student Life Office at 816-501-3660.



ADMISSIONS/EXPENSES



Admission

The admission procedures and policies of Avila are designed to assist in the selection of those students who are most likely to benefit from and contribute to the educational opportunities offered at the University. Any person wishing to enroll in one of the following categories of students MUST BE ADMITTED TO THE UNIVERSITY through the Admissions Office prior to initial registration:

Freshman Students

Transfer Students

International Students (Students on an F-1 Visa)

Re-Admit Students

Certification Students

Legal Assistant

Non-Degree Students (Students wishing to enroll for more than nine (9) credit hours without seeking a specific degree)

Admission decisions are made on a “rolling admissions” basis. Once a student completes an application for admission and submits all required application materials, the admissions staff evaluates the application for a decision. Admission notification letters are sent as soon as the decision is made. Financial aid decisions and awards are made in the Spring for the following academic year.

Students are encouraged to complete their applications for admissions and financial aid as early as possible to maximize their opportunities for receiving financial aid awards.

To apply for financial aid, students must complete a FAFSA (Free Application for Federal Student Aid) financial aid form for the academic year when they plan to enroll. When applying, students need to indicate Avila’s **FAFSA code #002449** as the institution code for Avila University in section H of the FAFSA.

Procedures

Application Fee

There is **no application fee** for applying for undergraduate admission.

Application Instructions

Admission to Undergraduate Degree Programs

Academic Requirements

Graduation from an accredited secondary school or its equivalent (G.E.D.) is a prerequisite for admission. All applicants who have attended secondary school in the U.S. and who have not previously undertaken college study must submit ACT or SAT college test scores. (In

some cases, college test scores are not required for first-time freshmen who graduated from secondary school more than one year ago).

Freshman Applicants

Freshman applicants are encouraged to submit their application for admission soon after completing their junior year of high school. The materials listed below must be submitted to the Assistant Vice President for Undergraduate Admissions before the student's application for admission can be evaluated.

- 1) *Application for Admission.*
- 2) *Official Secondary School Transcripts* sent directly to Avila University. Freshman applicants may apply after completing six semesters of transcribed high school or secondary school work. Final transcripts indicating high school graduation need to be submitted to the Admissions Office before freshman classes start.

<u>Recommended Course Work for Admission</u>	<u>Units</u>
English	4
Math (Algebra or above)	3
Social Science	2-3
Natural Science	2-3
Foreign Language	2-4
Fine Arts	1-2
	16

For successful admission to the university, Avila strongly recommends that high school applicants complete 16 units chosen from the above areas. The suggested minimum and ranges are provided to assist students in choosing high school courses to prepare for college. Graduates from non-accredited high schools will be considered on an individual basis.

- 3) *ACT* (American College Test) or *SAT* (Scholastic Aptitude Test) *scores* are required of all freshman applicants who have attended secondary school in the U.S. and have not been out of school for more than one year.

Applicants may select either test; however, the ACT is preferred. If ACT or SAT scores are already printed on the student's official transcripts, a separate score report is not needed. To send ACT scores to Avila University, use Avila's ACT College **code 2278**. The ACT examination is given on the Avila campus. Contact the Student Resource Center for test applications or information.

Applicants who have graduated from high school more than one year before entering college need not take a college entrance examination.

G.E.D.

Applicants who have not completed high school may be considered for admission on the basis of the General Educational Development. For these applicants, an admission decision will be made based on the following required materials:

- 1) *Application for Admission.*
- 2) *G.E.D. test score.*

Home-Schooled Applicants

Home-schooled applicants are reviewed on an individual basis. However, all applicants must provide evidence of successful completion of a high school level of study. Applicants may be requested to submit some or all of the following materials:

- 1) *Application for Admission.*
- 2) *Official Secondary School Transcript/Portfolio sent directly to Avila University.* Freshman applicants may apply after completing six semesters of documented high school or secondary work. Final transcripts indicating high school graduation need to be submitted to the Office of Admissions before freshman classes start. Agency or state issued transcripts are necessary if applicable. For successful admission to the university, Avila strongly recommends that high school applicants complete 16 units of recommended curriculum. Please refer to the Freshman Applicants section for details. If needed, additional documentation may be requested regarding high school coursework.
- 3) *Official transcript(s) of all college-level work completed.*
- 4) *GED Scores.* Home-schooled students may be requested to complete the General Education Development test in order to provide the Office of Admissions with supplemental academic information in addition to a transcript/portfolio.
- 5) *ACT/SAT scores* are required of all freshman applicants who have completed secondary school in the United States and have not been out of school for more than one year. Please refer to the Freshman Applicants section for details.

Transfer Applicants

Transfer students are degree-seeking students who have previously enrolled in an accredited, post-secondary degree program after graduating from secondary school.

Transfer applicants must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts.* (Official secondary school transcripts are required for students who have not completed 24 college credit hours or whose grade point average is below 2.0).

Re-Admit Students

Former Avila students who have not attended during the previous two semesters (not including summer) will need to re-apply for admission. They must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed since their last Avila enrollment.*

International Students

Admission for International Students

International students are applicants who are not U.S. citizens or permanent residents. They must file all application materials for the degree program to which they are applying as well as the items listed below.

1) *Application for Admission.*

2) *Official transcripts* from all secondary schools and universities attended. All transcripts not written in English must be accompanied by notarized English translations. All transcripts should include the following information:

- dates of attendance
- courses taken and grades received
- degree earned and date received

3) *TOEFL score report.* All international students must submit proof of proficiency in the English language by means of the TOEFL standardized testing or previous college course work. International students need to submit an official TOEFL score report. The minimum TOEFL score for admission to an undergraduate degree program is 550 for the written TOEFL test or 213 on the computer-based test. The TOEFL university code for Avila University is **6109**. No TOEFL score is needed for the ESL program.

4) All admitted international students must submit a Statement of Finance. Proof of support may be a bank statement or other documents guaranteeing the student's ability to meet the costs of study in the U.S. If the funds belong to a parent or sponsor, the sponsor must also submit a letter of intent to sponsor the student's tuition and living expenses.

5) When an accepted international student has provided a Statement of Finance, the Admissions Office will issue an I-20 application for a non-immigrant student visa.

6) Upon arrival at Avila University, prior to enrolling in classes, all accepted international students must provide proof of health insurance coverage before they can complete their enrollment.

TOEFL and Intensive English Language Study

TOEFL is required as proof of English proficiency unless the student is a native speaker of English from a country whose main language is English. The TOEFL requirement is sometimes waived for students who have completed high school or at least one year of study at a college where all instruction was conducted in English.

Students who need further study of English before beginning a degree program can enroll at Avila University to study English as a Second Language (ESL).

ILCP and English Language Study at Avila

International students wishing to improve their English can apply directly to Avila's Intensive Language and Culture Program (ILCP) which offers five entry points per year. ILCP students can enroll in selected academic courses while they are studying ESL. International students can apply directly to the Intensive Language and Culture Program before applying for admission to a degree program. Please contact the Coordinator of the ILCP, for further

information about the Intensive Language and Culture Program at: Tel. 816-501-3772. **FAX 816- 501-2461** or by e-mail at: InwardsBA@mail.Avila.edu.

Certification Students

Teacher Certification

The Education Department provides the opportunity for students who have previously earned a bachelor's degree from an accredited college or university to become eligible for a Missouri and/or Kansas teaching certificate by successfully completing a certification program. The teaching certification applicant must demonstrate the same competency requirements as those required for all education students. Consult the Education Student Handbook for specific requirements and procedures.

Required Materials:

Teacher Certification applicants must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.* Final college transcript must indicate conferral of bachelor's degree.

Paralegal Certification Program

The Business Division provides a non-degree program for applicants who wish to be certified as a Paralegal. (See section on Legal Studies).

Required Materials:

Paralegal Certificate applicants must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours.

Non-Degree Students (beyond nine (9) credits at Avila University)

Avila University provides the opportunity for students who do not wish to seek a degree at Avila to continue study at Avila beyond the nine credit hour limit for Enrichment Students.

Required Materials:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours.

Admission Status

Upon receiving the required application materials, the Office of Admissions will consider each student's application. Within two weeks of a decision, the university will notify the applicant of his or her admissions status.

Regular Admission

The university considers several factors in admissions decisions. No single factor eliminates consideration or guarantees admission. In general, applicants are considered for regular admission based on the following:

Freshman Students (high school graduate or G.E.D. recipient with fewer than 24 hours of college work)

- High school grade point average of 2.5 or above (4.0 scale)
- Recommended 16 units of college preparatory coursework as reflected in the high school transcript
- ACT score of 20 or above or equivalent SAT score
- Strong recommendations from high school counselors and/or teachers

Transfer Students (24 or more college credit hours)

- A cumulative grade point average of 2.0 or greater in college work attempted
- College transcript coursework indicative of success in future Avila coursework

Re-Admit Students (students returning to Avila after an absence of 2 or more semesters)

- In good standing with Avila
- Cumulative grade point average of 2.0 or greater in all college work attempted since leaving Avila

International Students

- TOEFL score of 550 or better for written TOEFL or 213 on computer-based test
- Academic achievement equal to that required of all applicants

Provisional Admission

Applicants who do not meet the standard admission criteria (due to previous grades, SAT or ACT scores) but show promise for academic success may be reviewed for admission as provisional students. Those students are referred to the admissions evaluation committee for further evaluation of their potential for successful college work. Students who are provisionally admitted may be required to participate in a university skills training program designed to develop academic and college organizational skills. These students may also be restricted in the number of credit hours for which they may enroll within their first semester. Students should provide a personal statement that reflects motivation and commitment.

Special Students

Certain students need not apply for regular admission to the University. The required materials listed under each category must be submitted to the Registrar's Office prior to enrollment each semester.

Enrichment Students

Students may take up to nine (9) credit hours without submitting official transcripts. They may at any time prior to completing the nine (9) credit hours apply for admission to the university as either degree-seeking or non-degree students.

Required Materials: None

Visiting Students

Students who are seeking a degree at another institution may take classes at Avila University.

Required Materials: Written permission from home institution

KCASE Exchange Students

Students of eligible institutions may take one course per semester (excluding summer sessions) without additional tuition charges at Avila University.

Required Materials: KCASE Registration Form signed by appropriate personnel of the home institution

Dual High School-College Enrollment Students

Juniors or Seniors in high school may enroll for freshman-level classes at Avila University.

Required Materials: Written permission from high school principal or counselor

Campus Visits

We encourage you to visit our campus during the academic year to visit with faculty and students and to observe classes. Throughout the year, we offer student-guided tours and one-on-one information sessions with an Admissions Representative. An admissions interview is the best way to learn about specific programs. Please call ahead to sign up for a campus tour and interview. The University also offers a day-long Open House each fall and spring. See our website for details (www.avila.edu).

Admission Information and Applications

For admission information and application materials, please contact the Admissions Office at Avila University, 11901 Wornall Road, Kansas City, MO 64145, or by e-mail at: Admissions@mail.Avila.edu. Or call the Admissions Office Tel. **1-800-GO-AVILA** or FAX 816-501-2453. Additionally, you should visit our website: www.avila.edu.

Avila Advantage Program

The Avila Advantage Program is an accelerated adult degree program leading to a Bachelor of Science in Business Administration degree, a Bachelor of Arts in Psychology, or graduate education certification. The program is taught in five and eight week classes and provides students options of multiple start dates and a supportive adult learning environment.

Applicants must have a minimum of three years of work experience or be 23 years of age. For information or application materials contact the Avila Advantage Office at 816-501-3737, Fax 816-941-4650 or e-mail at: Advantage@mail.Avila.edu.

Graduate Students

Avila University offers three graduate degree programs: Master of Business Administration (M.B.A.); Master of Science (M.S.) in Counseling Psychology; and Master of Arts (M.A.) in Education. Students interested in applying to the M.A. in Education may apply through the Admissions Office. For application materials or information contact the Admissions Office at Tel. **1-800-GO-AVILA** or 816-501-2400; FAX 816-501-2453 or e-mail at: Admissions@mail.Avila.edu.

Students interested in applying to the MBA program apply directly through the Business Division. For application materials or information, contact the Business Division at Tel. 816-501-3700; FAX 816- 501-2463 or e-mail at: AckerWL@mail.Avila.edu.

Financial Regulations

The college year is divided into two semesters averaging 15 weeks each and a summer session. Full-time tuition does not include courses taken during the summer. Accounts must be paid in full before the beginning of each semester in order to complete registration. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the university directly or reimburse the student. Avila University accepts Mastercard, Visa or Discover credit cards.

The Avila Guaranteed Tuition Program

This program allows full-time students to purchase an optional contract which will GUARANTEE that their tuition costs do not increase over a four-year period of full-time continuous undergraduate enrollment.

The one-time premium paid to secure the contract is a percentage of the full-time annual tuition the academic year the plan is taken. The premium is non-refundable but will be returned in part if the student does not save money through the GUARANTEE program.

For further information and details, contracts can be obtained from the Admissions or Financial Aid Offices.

Basic Expenses (2002-2003)

Full-time Students (12-18 hours)

Tuition per semester	\$6,950.00
Student Center and Activity Fee per semester	75.00
Tuition per credit hour over 18 hours	316.00

Room and Board

Double Room and Board per semester	2,650.00
Single Room and Board per semester (if available)	3,325.00
Other Meal Plans for Residents and Commuters are available	
Please see the Student Affairs Office for further information.	
Room Reservation and Damage Deposit	50.00
Residence Hall Activity Fee per semester	NONE
Technology Fee per semester	55.00

Part-time Students (1-11 hours)

(Includes day, evening, Weekend Intensive and Saturday classes)

Tuition per credit hour	\$316.00
Student Center and Activity Fee per credit hour	3.00
Technology Fee per credit hour	5.00

Avila Advantage Students

Tuition per credit hour	\$316.00
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Summer Students (2002)

Tuition per credit hour	
Undergraduate	\$220.00
Graduate	350.00
Technology Fee	5.00

Dual Enrollee Student

(high school junior or senior) 50% of current tuition per credit hour

Graduate Students

Tuition for all Graduate day and evening classes per credit hour	\$350.00
Student Center and Activity Fee per credit hour	3.00
Technology Fee per credit hour	5.00

Graduate Education Certification

Courses (500 level) per credit hour	\$316.00
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Special Tuition

Audit per credit hour	\$316.00
Continuing Education Courses per credit hour (except as listed in the class schedule; Graduate credit excluded)	
	\$152.00
Students 55 Years and Older (excluding Avila Advantage credit)	
-Verification of age required	
Tuition - full-time (12-18 hours) per semester	\$3,475.00
Technology Fee per semester	35.00
Student Activity Fee (full-time)	25.00
Tuition - Part-time (1-11 hours) per credit hour	158.00
Tuition for all graduate day and evening classes per credit hour	175.00
Tuition for Continuing Education (Graduate credit excluded) per credit hour	76.00

Student Activity Fee per credit hour (part-time)	2.00
Technology Fee per credit hour (part-time)	5.00
Lab Fees	All
Application Fee	NONE

For Lab Fees and Miscellaneous Fees see the Semester Class Schedule for specific fees.

Payments

Advanced Payments

Tuition Deposit

For those students entering in the fall semester, a \$100 tuition deposit is due upon written notification of acceptance. This deposit is non-refundable after May 1. For those students entering in the spring semester, a \$100 tuition deposit is due and is non-refundable after January 1.

Deposit will be credited to the student’s account in the Business Office and deducted from the first semester’s expenses.

Room Reservation and Damage Deposit

Rooms are reserved by written application to the Residence Life Office and payment of a \$50 Room Reservation and Damage Deposit.

Payment of Accounts

All accounts must be paid in full by the payment due date announced in the class schedule or arrangements must be made to pay in installments through Avila’s Deferred Payment Plan. Avila accepts Mastercard, Visa or Discover credit cards.

Financial Aid and Loan Recipients

In order for financial aid awards to be applied to the student’s account, aid must be accepted in writing and all aid papers must be signed in the Financial Aid Office.

If, at the time of registration, the loan proceeds (wire transfer or check) are not in the Business Office, the student will be responsible for any payment due. Perkins Loan recipients must sign the loan papers in the Business Office during the first week of classes. In the event there are other loans, such as Stafford, they may be signed according to the regulations noted under the catalog section Credit Balance Refunds. Loan proceeds must be applied to any balance due and any resulting credit balances will be refunded as noted under Credit Balance Refunds.

Please remember: Loans of any type MUST BE REPAID whether or not you graduate or are satisfied with the education you receive.

Deferred Payment

Through Avila’s Deferred Payment Plan, the tuition and fees balance, after accepted financial aid is applied, may be paid in four equal installments throughout the semester. The first payment (25% of balance due which includes the plan fee) is payable approximately seventeen days prior to the date of the first class or at the time of registration with the balance payable in three equal installments during the semester. Agreement forms are available in the Business Office and must be signed. If the form is not returned, the enrollee, by making the

first payment of the deferred payment plan, accepts all the conditions of the plan. A fee for the plan is charged, and, if payments are not made on or before the due dates, a late payment penalty is assessed. Charges and payment dates are listed in each semester class schedule. **THE STUDENT'S RESPONSIBILITY FOR THE TOTAL CHARGES IS NOT CHANGED BY HAVING SOME PORTION OF THE PAYMENT DEFERRED.**

Late Payment Penalties

Failure to make arrangements for any payment due on a campus account by the due date will result in one or more of the following actions:

- a) late payment penalty
- b) a hold on the student's record
- c) cancellation of the student's registration

A student may be reinstated by paying a reinstatement fee; however, the original classes cannot be guaranteed.

REFUNDS

Return of Tuition and Enrollment Charges

In any instance of adding, dropping or withdrawing courses, the student must complete a Change of Program form available in the Registrar's Office and return the form to the Registrar's Office. The date the form is returned and processed in the Registrar's Office is the date used for adjustments to charges. The time periods for the adjustments commence with the first day of classes according to the academic calendar and not the beginning date of the individual courses, unless otherwise noted. Laboratory fees are not refundable, except as noted below. An administrative withdrawal fee will be charged.

Withdrawal fee:

Full-time students: \$100

Part-time students: \$ 25

Tuition will be adjusted for a full-time or part-time student in accordance with the student's status.

Full-Time Students

• Cancellation of Registration

Prior to the start of classes and the first seven calendar days of the semester, a cancellation of registration will result in a cancellation of all tuition and fees. Cancellation of registration is a complete withdrawal from the university and no records will be kept. The Change of Program form must be returned to and processed by the Registrar's Office during the first week of classes to officially cancel registration. An administrative withdrawal fee of \$100 will be charged. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

• Change of Status from Full-time to Part-time

Prior to the start of classes and the first seven calendar days of the semester, tuition charges will be re-assessed at the part-time rate. After seven calendar days there will be

no tuition reduction and the original charges will be due and payable. The Change of Program form must be returned to and processed by the Registrar's Office during the first seven calendar days of classes to officially re-assess tuition charges. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

- **Total Withdrawal of Registration**

After the first week of classes, full-time students withdrawing from all classes will be re-assessed tuition based on the following schedule. The Change of Program form must be returned to and processed by the Registrar's Office during the given period to officially re-assess tuition charges. Laboratory fees are not refundable. An administrative withdrawal fee of \$100 will be charged.

1 through 7 calendar days	100% tuition refund (see cancellation above)
8 through 14 calendar days	75% tuition refund
15 through 21 calendar days	50% tuition refund
22 through 28 calendar days	25% tuition refund

The return of any Title IV federal student aid and non-federal student aid will follow the policies list below.

Part-Time Students

- **Cancellation of Registration**

Prior to the start of classes and the first seven calendar days of the semester, a cancellation of registration will result in a cancellation of all tuition and fees. Cancellation of registration is a complete withdrawal from the university and no records will be kept. The Change of Program form must be returned to and processed by the Registrar's Office during the first week of classes to officially cancel registration. An administrative withdrawal fee of \$25 will be charged. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

- **Withdrawal from Some or All Classes**

After the first week of classes, part-time students withdrawing from classes will be re-assessed tuition based on the following schedule. The Change of Program form must be returned to and processed by the Registrar's Office during the given period to officially re-assess tuition charges. Laboratory fees are not refundable. An administrative withdrawal fee of \$25 will be charged.

1 through 7 calendar days	100% tuition refund (see cancellation above)
8 through 14 calendar days	75% tuition refund
15 through 21 calendar days	50% tuition refund
22 through 28 calendar days	25% tuition refund

The return of any Title IV federal student aid and non-federal student aid will follow the policies list below.

- **Weekend Classes**

See the section on **Weekend Policies** for the refund policy.

- **Avila Advantage Classes**

See the section on **Avila Advantage Policies** for the refund policy.

Non-credit Students

- Refunds will be made according to the part-time students policy. An administrative withdrawal fee of \$10 will be charged.

Return of Student Aid

• Return of Title IV Federal Student Aid

Students who withdraw from all courses before 61% of the semester has elapsed will be evaluated according to the Department of Education guidelines and formula as stipulated by the Higher Education Amendments of 1998. Federal aid is earned by the percentage of the payment period the student completes. The percentage of aid earned is derived by dividing calendar days attended in the period by total days in that period. Weekends are included, but scheduled breaks that are at least five (5) days long are excluded. If the student completes more than 60% of the term, 100% of the aid is earned for the period and no immediate repayment obligation results. If the student completes 60% or less of the term, the portion of the federal aid determined to be unearned must be repaid to the federal programs.

The Title IV federal programs that are affected include Pell Grants, SEOG, Perkins Loans, Stafford Subsidized and Unsubsidized loan programs. Federal aid programs are returned in the following order: Stafford Unsubsidized Loan, Subsidized Loan, Perkins Loan, PLUS loan, Pell Grant, SEOG, other Title IV programs.

Avila will return Title IV aid from the student's account according to the federal formula. A student may be required to return a Title IV aid overpayment. When a student receives notification from Avila of an overpayment, the student has 45 days to return the funds to the Business Office. Students not complying with the 45-day requirement will be submitted to the Department of Education for collection. The student will be ineligible for further Title IV aid until the overpayment has been paid in full or satisfactory repayment arrangements have been made with the Department of Education.

The return of enrollment charges policy calculation and applicable institutional refunds will be done within 30 days of the withdrawal date. A letter indicating the calculation results, any applicable refund or the adjusted statement of charges will be sent to the student's home address.

• Return of Non-Federal Student Aid

The return of federal funds is the first priority for students receiving federal aid. If the student received institutional aid, state aid, or made personal payment, the institutional and state aid are repaid proportionally according to the source of the payment. If repayment of aid programs results in a balance owed to Avila on the student's account, it is the responsibility of the student to repay the amount owed and is due upon notification that a balance owed exists.

Refund Appeal Policy

Students who feel their individual circumstances warrant an exception from the above stated refund policies may appeal in writing. The appeal should include a statement of the exception being requested, an explanation as to why an exception should be granted and appropriate materials to support the request for the exception. The appeal letter and supporting materials should be sent to the Academic Dean's Office. Once all appeal materials

are complete in the Dean's Office, the student will receive written notification of the decision.

Credit Balance Refunds

Credit balances are available from the Business Office on the following schedule: **Students not receiving federal assistance** may request a refund at any time after the second day of classes. **Students receiving any federal assistance** (Pell, SEOG, Subsidized and/or Unsubsidized Stafford Loans) will automatically receive a credit balance return on the schedule outlined below *unless* the student has submitted a written request for Avila University to maintain a credit balance on his/her account. Credit balances resulting from these federal monies must be issued to the student by the 14th day following the beginning of class or the receipt of funds by the University (whichever occurs last). Federal Perkins Loan papers must be signed in order to be included in any credit balance returns. Refunds for Perkins Loan proceeds will be available on the 14th day following the beginning of class or the completion of the Promissory Note by the student (whichever occurs last). In instances where credit balances are created by funds paid from outside sources (such as business, government and banks), the money must first be received by Avila University in order to issue a disbursement check to the student. An authorization to bill an outside source does not create a credit balance.

• Federal Stafford Loan, Federal Unsubsidized Stafford Loan and/or Perkins Loan recipients:

- a. Remember: Loans of any type must be repaid whether or not you graduate or are satisfied with the education you receive. Borrow wisely!
- b. For first-year, first-time undergraduate borrowers, loan proceeds will not be disbursed until 30 days have expired from the first day of classes. At that time, after class attendance and academic progress have been verified, loan checks may be endorsed by the student or wire transfers received by the University. Any refunds resulting from this occurrence will be issued on the 14th day after funds are received by the University.
- c. For all other borrowers: Avila University regulations will not permit credit balances generated by these loans to be returned until classes have begun and attendance has been verified. When the loan check is endorsed or a wire transfer received before classes begin, the refund of a credit balance will be available on the 14th day following the beginning of classes. If the loan check is endorsed or a wire transfer received after the beginning of classes, the refund of a credit balance will be available on the 14th day following the receipt of the loan proceeds.

Residence Hall Refunds

First-Time Avila Student

The first time student at Avila executing a complete withdrawal from the university will follow the federal pro-rata refund procedures which provide for adjustments up through the first 60% of the term as calculated by weeks. After the 60% period there will be no reduction of the original charges and they are due and payable. The calculation is made using

weeks remaining divided by the total number of weeks in the term and rounding the result downward to the nearest whole 10%. An administrative fee of \$100 will also be charged.

All Other Avila Students

If termination has been granted, students withdrawing from the residence hall during the first seven calendar days of the semester will receive a full refund of the total room and board fees minus \$100. From the eighth through fourteenth calendar days, students will receive a 75% refund of the total room and board fees; during the fifteenth through twenty-first calendar days, a 50% refund will be given. From the twenty-second through twenty-eighth calendar days, a 25% refund will be given. After 28 calendar days, no refund will be given. Students dismissed from the halls for disciplinary reasons after the third week of class do not receive a refund.

The \$50 Room Reservation and Damage Deposit may not fall below \$25 while a student is in residence. The deposit will be forfeited if the student has not occupied the room by 5:00 p.m. on the first day of classes. The room will be considered vacant unless previous arrangements have been made.

After a student has properly checked out of the room, the \$50 Room Reservation and Damage Deposit, less unpaid assessments, is refundable to the student under the following circumstances:

- Any new resident student who withdraws an application and who notifies the Residence Life Office in writing prior to June 7 for the first semester and November 15 for the second semester.
- Students withdrawing from university at the end of the fall semester who notify the Residence Life Office in writing by November 15 for the spring semester.
- Students who do not sign a new contract and whose contract period expires.
- Returning resident students who request cancellation of their contract during the summer and who notify the Residence Life Office by June 7.
- Residents who request in writing by November 15 and receive permission to terminate their residence hall contract in accordance with the residence hall termination policy.

Financial Report

The annual financial report is available upon request to the Office of the President.

Financial Aid

Avila University believes that every student should choose a college based on the academic quality of the institution, not the cost. Therefore, our goal is to use financial aid funds to make Avila University an affordable choice for any student.

Assistance With University Costs

Avila University encourages you to apply for financial assistance through the Financial Aid Office, located in Blasco Hall. You can reach us by phone (816-501-3600), e-mail (COMSTOCKAL@MAIL.AVILA.EDU), or by writing to us at the general University address. We can provide information on the application process for federal, state, and Avila monies, and answer your questions as they arise.

Avila University is strongly committed to a two-fold financial aid philosophy:

Equal Access: Avila provides financial aid funds to assist qualified students, who, without such assistance, would be unable to meet their university costs.

Recognition of Excellence: Avila offers significant additional institutional funds to recognize and encourage students who have superior academic records or demonstrate outstanding abilities.

Application for Financial Assistance

Since many of the monies available as financial assistance are limited, you should apply as soon as possible after January 1. Continuing students are guaranteed to receive all funds for which they qualify, if they have completed their financial aid file as outlined below by April 15. (Note: Residents of Missouri should keep in mind the April 1 FAFSA receipt date deadline for consideration for the Charles Gallagher Student Grant and other state programs.)

If you're new to Avila . . .

- Apply for and be accepted for admission to the University.
- Complete the Free Application for Federal Student Aid (FAFSA), coding in Avila University (002449) in Step Six.
- Sign and return within two weeks of receipt the financial aid award letter that will be sent to you with an estimate of the types and amounts of financial assistance available to you. (Note: Before May 1, if you need more than two weeks to consider the award, please call us for an extension.)
- Submit all documents requested with the financial aid award letter (example: copy of federal tax return for previous year). Your aid package cannot be finalized until your file is complete.

If you're a continuing student . . .

- Make satisfactory academic progress as outlined in the Financial Aid Satisfactory Academic Progress Policies notification included with your award letter each year.
- Complete a Renewal or Free Application for Federal Student Aid, coding in Avila University (002449) in Step Six.
- Complete an Avila University Financial Data Sheet.
- Sign and return your Financial Aid Award Letter within two weeks of receipt.
- Submit all documents requested with the financial aid award letter (example: copy of your federal tax form for the previous year and that of your parent(s) if applicable, verification worksheet). Your financial aid package cannot be finalized until your file is complete.

Types of Financial Assistance

Avila University Awards

Avila University awards merit and need-based scholarships and grants to incoming Freshmen and Transfer students. All awards made from University funds are renewable as long as the student is enrolled full-time and meets the renewal criteria.

Awards to new full-time Freshmen are based on a combination of the following as applicable: academic achievement, choice of major, graduation from a Catholic high school, performance ability, athletic ability, and/or financial need.

Awards to full-time Transfer Students are based on a combination of the following as applicable: academic achievement, performance ability, athletic ability, and/or financial need.

Students must maintain satisfactory academic progress to remain eligible for financial assistance in addition to meeting the renewal requirements for each type of award. Renewal criteria and requirements vary for each type of award. Renewal criteria is included with the financial aid award letter.

Academic scholarships and need-based grants are partially funded through endowed funds donated by generous friends of the University to honor the following individuals and groups:

Living and Memorial Endowed Scholarships

Charles J. and Suzanne Adams '69
James F. Andrews
Juanita Bachofer
Jack and Edna Bear
Dr. Dianne Yvonne Bell
Mike Berbiglia
Dr. Victor H. Bergmann
Harvey E. Bergren
Louise Trim Bogart Bixby
Margaret A. and James P. Blickhan
Henry W. Bloch
Marion Bloch
Edwin G. Borserine
Julia Boutross, Ruby Boutross, Mary

Boutross Malouff, and Rosemarie
Boutross Andrews
Joseph T. and Phyllis C. Brennan
Margaret Hogan Brennan
Melvin Brown
Ganet Buchhorn
Paul And Billie Burandt
Doris Byers
Mary L. Clarkson
Carol R. Collins '65
The Connor Family
Elizabeth Debelak Curran
Louis A. and Olivia L. Dallavis
Sister Olive Louis Dallavis, CSJ

Edith and Harry Darby
Catherine Davin
Joan Davis '74
Edmond and Aileen Michel Dillon
George L. and Gertrude A. Eschbacher
Gladys Seymour Fisk
Glen W. and Bernadette Flentie '65
Frank Fonteyn
Donald G. Forsythe
John William Gavin, Mary Ellen Gavin
O'Connell, Frances O'Connell, Sr.,
Ellen Marie Gavin, CSJ '38
Matty Pat Gilford '46
Dorothea Shuford Gordon

Norman P. Gordon	Dr. Donald Bertram & Florence M. McGregor	Cecil Viola Scribner
Sarah Hamilton	LaRaine McGuirk	Stephen T. Sirridge, Ph.D.
Sister Felice Helmes, CSJ	Sister de LaSalle McKeon, CSJ	Catherine Skinner
Carol A. Hill '80	Joseph McLaren	Jerry Smith
Sister Marcella Marie Holloway, CSJ '32	Kelly Ann Meehan '95	Dr. L. George Smith
Gwendola C. Holly '62	Mary J. Miller	Catheine McGee Soden
Frank and Josephine Hudson	Robert and Philomena Muntzel	Tillie Van Dyke Specht
Ellen Huffman	Virginia Murphy '32	Adelee and Charles Stevenson
Ruth Hulse	Raymond Nicolas Nastase	Una Chang Strauss '83
Ole C. and M. Virginia Jensen	Ruth Bogardus Noel	John J. Sullivan, Jr.
Thomas K. Joyce '73	Frank J. and Mary E. O'Leary	Col. John L. and Theresa B. Sutton '36
Dr. Pierre W. Keitges	Mary Margaret O'Sullivan '26	Toni Lynn Tady
Loretta J. Kelley '54	Barbara Pendleton	Sister Ann Dominic Tassone, CSJ
Vallie C. and William E. Kent	James and madeline Pershing Regan	Rose Sarli Teicher
Robert L. and Rosemary C. Kilker '60	Sister Margaret Reinhart, CSJ	Stephanie Anne Theis
Twila Hegarty Kitchin '58	Margaret P. Reintjes '50	Jeanne Collins Thompson '54
The Kramer and Finnerty Families	Ray and Nellie Lu Rice '40	Edward A. Thornhill
B. K. Krenzer '44	Judge Allen A. Ridge	Theodora A. Tucker
Virginia Kruse	Paul and Ursula Ritts	Roscoe and Velma Van Valkenburgh
Vincent and Bertha Kurzweil Family	Celeste Ruzicka	William Volker
Sister Pachomia Lackey, CSJ	Evelyn Nelson Ryan	Jo Ann Vowells '44
Dr. H. Paul LeMaire	Lawrence W. and Kathryn L. Kent	Dr. Lena Wikramaratne
Ray A. and Rose M. Maher	Saeger '37	Earnest D. and Margaret M. Wilson
Marjory Martin	Stanislaw and Mary Samborski	Katherine Worth
Jan Mathews '60	Sister Rose Anthony Schmitt, CSJ '36	Henry E. Wurst
Rose McElvain	Phyllis Ritts-Schroer '65	Harley and Marge Wyatt
		Lorene Soden Zahner

Endowed Scholarships from Organizations

Avila University Art Guild	Capital Cities Communications, Inc.	Sisters of St. Joseph of Carondelet
Avila University Scholarship Sponsors	Forster-Powers Foundation	Grant Thornton, CPA
Avila University Tradition of Excellence in Nursing	William Randolph Hearst Foundation	Union Pacific Foundation

Scholarship Sponsors Awards honor currently-enrolled Avila students who have never received an Avila Scholarship. Recipients are chosen by the Scholarship Sponsors and criteria for the award vary. Information about the Scholarship Sponsors Award application process is posted each Spring.

St. Teresa of Avila Awards are made to new full-time freshmen graduates of Catholic high schools, with additional funds for those who will live in campus housing.

State and Federal Programs

Charles Gallagher Student Grant
 Missouri College Guarantee Program
 Advantage Missouri Loan/Loan Forgiveness Program
 Missouri Higher Education Academic Scholarship ("Bright Flight")
 Missouri Teacher Education Scholarship
 Marguerite Ross Barnett Scholarship (for part-time students)

Federal Pell Grant
 Federal Supplemental Educational Opportunity Grant

Federal Perkins Loan

Federal Stafford Loan (subsidized and unsubsidized)

Federal Parent Loan for Undergraduate Students (FPLUS)

Federal College Work-Study Program

Federal College Community Service Work-Study Program

Private Sources of Financial Assistance

Although monies available from private sources (foundations, clubs, agencies, etc.) are not offered directly through the University, you can find excellent free scholarship search services on the Internet. You may search on your own (try <http://www.finaid.org>) or make an appointment with a financial aid counselor who will assist you in our office. You may also use the free MOHELA lab in the Avila Library for Internet access.

Acceptance of a Financial Aid Award

Your financial aid award letter will list the types and amounts of financial assistance for which you qualify. Prior to March 15, you will have until April 1 to accept or reject each separate type of assistance on the letter. After March 15, you are asked to accept or reject the offered assistance within two weeks of receipt of the award letter. If you are a new student and need more time to consider the offer before May 1, you may call the Financial Aid Office to request an extension. If you do not return the letter or request an extension within this time period, the award may be canceled and the assistance offered to another student.

ACADEMIC INFORMATION



Academic Programs

The academic programs at Avila University are designed to provide a balance of liberal arts and professional education. Completion of the core requirements, major course work and electives lead to a baccalaureate degree. Through the graduate programs, students may earn one of three master's degrees. Classes may be taken day, evening or weekend. Special programs are available to all students and include the opportunity to enroll in a class at some of the area colleges/universities without charge, spend a semester at one of the ten colleges sponsored by the Sisters of St. Joseph, participate in an Avila Study/Enrichment Tour or study in Washington, D.C. through the Washington Center. Academic credit may also be earned by examination or submission of a portfolio. The academic programs at Avila University reflect our commitment to excellence in teaching and learning.

Undergraduate Degree Programs

Degree

Bachelor of Arts (B.A.)

Major

Art
Business Education
Communication
English
General Studies
History
Mathematics
Music
Natural Science
Paralegal
Political Science
Psychology
Religious Studies
Sociology
Theatre

Bachelor of Science (B.S.)

Accounting
Biology
Chemistry
Computer Science
Elementary Education
Middle School Education
Premedicine
Radiologic Technology
Special Education
Sports Science

Bachelor of Science in Business Administration
(B.S.B.A.)

Business Administration
Finance
General Management
Information Science
International Business
Marketing

Bachelor of Science in Nursing (B.S.N.)	Nursing
Bachelor of Social Work (B.S.W.)	Social Work
Bachelor of Fine Arts (B.F.A.)	Theatre
Certificate Programs	
Paralegal	
Gerontology	
Allied Health Programs	
Medical Technology	
Occupational Therapy	
Physical Therapy	

Minors

Minors are offered in most major fields (see the appropriate catalog section for details) as well as in the following areas:

- Anthropology
- Computer Science
- Economics
- Secondary Education
 - Art
 - Business
 - English
 - Mathematics
 - Social Studies
 - Speech/Theatre
 - Unified Science - Biology endorsement
 - Unified Science - Chemistry endorsement
 - Unified Music - Vocal/Choral
- Gerontology
- Graphic Design
- Philosophy
- Women's Studies

Graduate Degree Programs

<u>Degree</u>	<u>Major</u>
Master of Arts (M.A.)	Education
Master of Science (M.S.)	Counseling Psychology
Master of Business Administration (M.B.A.)	Business with a concentration in: - Accounting - Finance - General Management - Health Care Administration - International Business - Management Information Systems - Marketing

Alternative Programming

Avila's Weekend Classes

Avila's weekend classes are designed for students who find the weekend a convenient and attractive time for learning and study. It is designed to service students who, because of job and family responsibilities, find weekend classes compatible with their lifestyles and goals.

Weekend Options

There are two options for weekend classes from which a student might choose:

1. **Weekend Intensive Classes:** classes meet one, two or three weekends on Fridays from 6:00 to 10:00 p.m. and on Saturdays from 8:30 a.m. to 5:00 p.m.
2. **Saturday classes:** classes meet for two, four or six Saturdays. See the course schedule for meeting dates and times.

Weekend Policies

1. Weekend Intensive and Saturday Only Classes:

a. The closing date for registration in weekend intensive courses or Saturday only courses is one week prior to the beginning of the course. Exceptions to this policy are at the discretion of the academic department.

b. **Weekend Intensive and Saturday only Withdrawal Policy:**

- * Students may withdraw from a weekend intensive course that meets one weekend any time **prior to the beginning of the course.**

- * Students may withdraw from a two or three credit hour weekend intensive course or a Saturday only course, any time **prior to the second weekend of the course.**

- * Part-time students who withdraw from a weekend intensive course before the beginning of the course receive full tuition reimbursement.

- * Part-time students who withdraw after the first weekend (for weekend classes of 2 or 3 credit hours) but before the second weekend of the course will receive 50% reimbursement for the course tuition.

- * Full-time students who withdraw from a weekend intensive course before the beginning of the course receive tuition reimbursement as stated in the university catalog.

c. Weekend intensive courses require readings prior to the beginning of the class, and **STUDENTS MAY BE TESTED ON THAT MATERIAL DURING THE FIRST EVENING OF CLASS.** Students should pick up a copy of the reading assignment in the Library or may obtain a copy on the Library web page.

d. Students are required to attend all sessions of a weekend intensive or Saturday only course. Missing any part of the class may result in either reduction of the final grade or assignment of "F" as the final course grade. Students who cannot attend all sessions should not enroll in a weekend intensive course or should withdraw from the class.

Avila Advantage Program

Format

The Avila Advantage Program is an accelerated adult degree program leading to a Bachelor of Science in Business Administration degree and a Bachelor of Arts in Psychology. The program is taught in five and eight week classes throughout a semester. Avila Advantage classes meet from 6:00-10:00 p.m., Monday through Thursday. Students may enter the program whenever a class starts. The format provides students options of multiple start dates and a supportive adult learning environment. Applicants must be 23 years of age or have a minimum of 3 years of work experience.

Avila Advantage Policies

1. A voucher or letter of authorization from a student's company will allow the Business Office to directly bill a student's employer for the tuition due. An authorization to bill an outside source does not create a credit balance. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the university directly or reimburse the student.
2. Deferred payment plans and promissory notes are available to Avila Advantage students enrolled in a full semester of Avila Advantage classes.
3. Avila Advantage students who register for at least six (6) semester hours may be eligible for financial aid consisting of deferred student loans. All aid applicants must be accepted for admission to the program before an award is made.
4. Financial aid, including loans, must be fully processed and loan checks or disbursing dates must be on record at registration time to be considered as reducing the balance due. If this is not the case, the student will be responsible for payment at the time of registration.
5. Students who withdraw from five or eight-week classes are eligible for refunds under the following schedule:
 - complete refund* if the withdrawal takes place before the start of the course.
 - 75% refund* if the withdrawal takes place after the first meeting of the class.
 - 50% refund* if the withdrawal takes place after the second meeting of the class and before the third meeting.

*All schedule cancellations or withdrawals will result in a \$20.00 charge.

6. Students may withdraw from a 5-week course with a grade of W before the fourth meeting; students may withdraw from an 8-week course with a grade of W before the sixth class meeting.

Special Programs

Student Exchange Programs

The Sisters of St. Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience at one or more of the 11 consortium insti-

tutions. For more information regarding eligibility, approval and deadline dates, contact the Registrar's Office.

The KCASE program allows students enrolled for at least 12 hours at Avila, with written permission of the advisor and the Registrar, to take one course per semester at most colleges which belong to the Kansas City Area Student Exchange (KCASE). There is no payment of additional tuition. Only lab or special course fees must be paid at the college where the course is taken. Some of the colleges have restrictions on courses and programs offered. This exchange program does not apply to summer sessions. For additional information and forms, see the Registrar.

The Washington Center

Students interested in the operations of the government and the private sector are encouraged to participate in a special program that is sponsored by Avila University in conjunction with the Washington Center, a nonprofit educational organization located in Washington, D.C. Students can do semester-long internships giving them practical, hands-on experience at a variety of institutions and agencies including the Congress, the Justice Department, the State Department and the National Endowment for the Humanities. Students can also participate in one, two or three week symposia/seminars on timely issues and topics facing the country.

Avila Study/Enrichment Tours

National and international tours are led by Avila faculty throughout the academic year providing learning and travel experiences for students, alumni and friends of Avila. Persons may participate in these tours for academic credit. Tour schedules are available in the Office of the Academic Dean.

Study Abroad

Avila students interested in earning credit while studying abroad are encouraged to participate in the Study Abroad program. Avila University has affiliated with Webster University to offer study abroad opportunities in Switzerland, the Netherlands, England, Austria and Thailand. Students interested in information on study abroad should contact the Academic Dean's Office located in Blasco Hall.

Dual High School-College Credit

College credits earned through a dual high school-college program will be accepted as transfer credit provided that the college/university granting the credit is an accredited, degree-granting institution. These credits will be evaluated to determine whether the courses meet general education, program major or elective requirements. The evaluation criteria and policies for dual credit will be the same as those used for transfer credit at Avila University. Students who earn credit through a dual high school-college program must have an official transcript sent to the Avila University Registrar's Office from the college/university granting the credit.

Those high school students who have finished either their sophomore or junior year in high school qualify to take classes at Avila University as dual-enrollee students. No student who has graduated from high school qualifies as a dual enrollee student.

Non-Traditional Credit Options

Policy

Avila University recognizes that learning can take place in settings other than classrooms. Academic credit is granted for this type of knowledge provided that it meets Avila's criteria. The maximum number of hours accepted for all types of non-traditional credit, such as CLEP, credit for prior learning, correspondence, departmental challenge tests, etc., will not exceed 25% of the minimum hours specified for each degree program. This limit will not apply to programs which grant credit for structured learning from accredited programs in health care with demonstration of competency by registration/certification from a national accrediting agency.

Credits earned through transfer, prior learning portfolio, correspondence, military service or University Level Examination Program (CLEP) do not count as part of the final 30 hours of consecutive resident credits required for a degree at Avila University. Persons wishing to earn non-traditional credit must be currently enrolled at Avila University.

Options

College Level Examination Program (CLEP)

Specific CLEP examinations are accepted by Avila University. A student should check with the Registrar before taking an examination to determine its acceptability. When students receive credit through Avila University, \$20 per credit hour is charged for recording the credit. CLEP tests are not administered by Avila University. They must be taken at another site and the results sent to the University.

A student who has CLEP credit on another institution's transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution.

Departmental Examinations

Departmental Examinations for credit are administered at the discretion of each Department and may be challenged as often as permitted by departmental policy. The university presumes that persons seeking such credit are sufficiently knowledgeable in the area to be tested to preclude any pretest tutorial service. Students interested in registering for departmental examinations should contact the specific department for further information. Forms and procedures are available in the Registrar's Office. The fee for departmental examination is 30% of the current part-time tuition per credit hour. At the time of application, a nonrefundable payment of one-half of the tuition to be charged for the credit to be earned by examination is due. Persons desiring credit by examination must be currently enrolled at Avila University.

Advanced Placement Credit

This credit is awarded to students who have earned satisfactory scores on Advanced Placement Examination of the College Entrance Examination Board during high school. To

receive credit, official scores must be sent to the Registrar. Additional information can be obtained from the Registrar.

International Baccalaureate Program

This program is a comprehensive and rigorous two-year curriculum, leading to examinations, for students aged between sixteen and nineteen. Students successfully completing all or parts of the program will receive the Diploma and/or Certificate from the International Baccalaureate Program. Students who earn the Diploma and/or Certificate must have an official transcript forwarded to the Registrar at Avila University. For information on credit granted through Avila University, students need to contact the Registrar.

Correspondence Credit

Nine semester hours of correspondence credit from accredited, degree-granting institutions will be accepted toward a degree.

Credit for Military Service

Military personnel and veterans will be granted credit for military service and college-level work completed in service schools according to the Avila Credit for Prior Learning policy. Six hours of Health and P.E. will be allowed at no cost to a student upon presentation of DD 214/295 showing the minimum of one (1) year of military service and honorable discharge. If a student wishes to apply for credit in addition to the six hours of Health and P.E., proper forms must be obtained from the Registrar's Office.

Credit for Prior Learning

Avila provides academic credit for prior learning which parallels department curricula based upon documentation presented in a structured portfolio. Students interested in applying for prior learning credit should consult their advisors for detailed information. Procedures and forms can be obtained in the Academic Dean's Office. Upon approval, a grade of CR (Credit) and credit hours are assigned. The fee for prior learning credit is 30% of current part-time tuition per credit hour.

Continuing Education

Courses at Avila University may be taken for continuing education on a space-available basis. Since no academic credit is awarded, students are not required to meet the admission requirements of the university. A stipulation of the continuing education option is mandatory class attendance. The level of class participation for continuing education is determined by the individual instructor. A certificate from Avila University will be awarded to those who have met the continuing education requirements of the course.

Enrollment for this option begins in the Registrar's Office at Blasco Hall during published in-person registration days and times. Enrollment in a lower division course for continuing education requires the appropriate prerequisites but does not require departmental approval. Enrollment in an upper-division course (course numbered 310 or above) on the continuing education option must have the approval of the department offering the course. A signature from a departmental representative is required. If a student withdraws from a course taken

for continuing education, a refund will be granted according to the time frame for part-time students minus a \$10 administrative fee.

Academic Policies

Catalog Student Must Follow

The catalog in existence at the time a student first enrolls at Avila University is the one a student should follow in order to fulfill graduation requirements. With departmental approval, a student may choose to fulfill degree requirements under another catalog in existence during the student's attendance at Avila University. Forms to change a catalog are available in the Registrar's Office.

If a student does not attend Avila University for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Placement Examinations

Mathematics Placement

In order to ensure that students are registered for the most appropriate class, all students planning to register for MA 115 or 120 as their first mathematics course at Avila must qualify for placement in these courses. Placement will be approved by an academic advisor based on a student's recent (taken since January 1995) ACT composite score or a score on the Avila University Mathematics Placement Examination.

English Placement

Students who plan to enroll in a writing course may be placed in one of three courses (EN 95, EN 111, EN 112) according to their background. Placement will be approved by an academic advisor based on a student's ACT score in English Usage or a score on the Avila University English Placement Examination.

Transfer of Credit

Avila University accepts transfer credits from other institutions as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers.

Transfer Policies

- A cumulative “C” average (on a scale where 2.0 = C) is necessary for admission as a transfer student.
- Credits earned more than fifteen years ago will be accepted toward a degree but not toward major/minor requirements. In some instances, an exception to this rule may be made with written approval of the academic advisor, department chairperson and academic dean.
- Of the minimum 128 semester hours required for graduation, at least 64 semester credit hours must be from accredited four-year colleges. Only those courses designated by Avila University as college or university equivalent will be accepted for transfer credit. The final 30 semester hours must be consecutive credits at Avila University.
- Credits earned through transfer, prior learning credit, military service or College Level Examination Program (CLEP) do not count as resident credits.
- Credit will be granted for work completed at a foreign institution based on a foreign transcript evaluation. All transcripts must be in English.
- A student who has CLEP credit on another institution’s transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila University criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution.
- Course work from unaccredited institutions that has been granted credit at another accredited institution will not be accepted as transfer credit at Avila University. Avila University accepts credit from institutions which are accredited by Middle States, North Central, New England, Northwest, Southern and Western Associations of Colleges and Schools. A student wanting credit for unaccredited coursework may apply through the Prior Learning or Credit by Examination Programs.

Transfer Evaluation Fees

First evaluation: no charge. Second evaluation: \$5. Third and additional evaluations: \$10 each.

Student Load and Classification

A full-time undergraduate student carries from twelve to eighteen credit hours each semester. More than eighteen credits may be carried only with the written approval of the academic dean. A part-time undergraduate student carries from one to eleven credit hours.

Freshman	1 to 31 hours
Sophomore	32 to 63 hours
Junior	64 to 95 hours
Senior	96 hours

Academic Advising

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about university policies, services or professional opportunities.

Student Responsibility for Degree Completion

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student's progress toward graduation, ultimately it is the student's responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours he or she has completed towards graduation.

Exceptions to Academic Policies

A student may request an exception to an academic policy or the degree requirements. An "Exception to Academic Regulations/Policies" form may be obtained from the Registrar's Office. The request must be completed by the student with recommendations from the academic advisor and the department chairperson. The form is submitted to the Academic Dean's Office for the final decision.

Registration

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

- During the first week of a 15-week course, including arranged classes;
- On the first day of class for 5-week, 6-week, 7-week and summer classes;
- Up to one week prior to the beginning of a Weekend Intensive course or an Avila Advantage course.

A late registration fee will be charged.

A student may not enroll in classes which meet simultaneously.

Permission to Attend Another College

A student in a degree program must have the written approval of the academic advisor and the Registrar to take courses at another college. This request may not be granted if the student is within thirty hours of a degree, if the course is available on campus, or if the student does not have a "C" average. Students not obtaining written permission prior to studying off campus may risk not receiving credit at Avila University. Permission forms may be obtained in the Registrar's Office.

Repeated Course Work

Once enrolled at Avila University, a student may repeat a course only twice regardless where the course is taken. If a student repeats or duplicates a course, the most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record, and credit is forfeited for all previous attempts.

The Registrar's Office cannot be responsible for notifying students of loss of credit by repeat course work until the student files an application for a degree. The student record is carefully checked at that time and repeats are reflected on the summary sheet sent to the student.

Class Attendance

Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of "F".

Academic Honesty

Avila University expects and requires academic honesty from all members of the university community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The university defines "cheating" to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling or stealing copies of exams or other projects.

The university defines "plagiarism" as taking ideas from another and passing them off as one's own. Included would be the practice of incorporating portions from a printed or online book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from another person or an online source and submitting it as one's own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an "F". Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the university.

After informing the student of the sanction, the instructor may (if this is a first offense) notify the Academic Dean as to the nature of the offense and the sanction imposed. After the student's second offense, the instructor must notify the Academic Dean who will relate this confidential information to the academic advisor.

For the third reported offense of cheating or plagiarizing, the student will be required to appear before the University Judicial Board. After hearing the case, this board has the right to impose a further sanction beyond that imposed by the instructor. The maximum sanction available to the University Judicial Board is to dismiss the student from the university for repeated offenses.

Records of accumulated reported offenses of cheating and plagiarizing will be maintained in the office of the Academic Dean. When the student graduates from Avila University, these records will be destroyed.

Program Changes and Withdrawals

Program changes and withdrawals are official when forms that are available in the Registrar's Office have been obtained, completed and returned by the student to that office. Students who do not officially withdraw from a course by the date published in the class schedule will receive a final grade of "F".

The fee for each change is \$15. There is no fee for changes made as the result of classes cancelled by the university.

Credit Hours and Grading System

Grades	Points per credit hour
A = Superior	4
B = Above Average	3
C = Average	2
D = Below Average	1
F = Failing	0

W = Withdrawal without academic assessment prior to the eleventh week of classes. Note: For policy on weekend classes, see section on weekend classes.

AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may change a credit course to audit prior to the eleventh week of classes; students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of "AU" is recorded on the transcript.

CR/NC = Credit/No Credit. A grade of CR, Credit, indicates that a student has successfully fulfilled all the requirements of a course. Courses outside the major/minor may be taken for the Credit/No Credit option with the written approval of the instructor and the major advisor. Forms for this grading option are available in the Registrar's Office. For semester-long courses, this option must be contracted with the instructor during the first week of the course. For a course that meets once, this grading option must be contracted prior to the beginning of the course. For a non-semester-long course that meets more than once, this grading option must be contracted prior to the second meeting of the course. Departments and programs may specify certain courses which may not be taken for this grading option. A department may require designated courses in the major to be graded Credit/No Credit. A student may choose up to 12 credit hours for this grading option excluding those hours designated by the department as Credit/No Credit.

I = Incomplete. Course work required for a grade must be completed within six weeks after the close of a session unless a different time is stipulated by the instructor; if not, the grade

of Incomplete will be changed to an "F". All assigned incomplete grades must have a Contract for an Incomplete Grade Form completed and submitted by the instructor along with the final grade sheet. The Contract for an Incomplete Grade Form can be obtained in the Registrar's Office. The charge for changing an Incomplete Grade is \$5 per Incomplete.

The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of grade points by the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU, CR/NC and I. Transcript letter grades may be assigned with + or -, but grade points will reflect only a letter grade in the computation of the GPA. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

Grade Reports

Students with a "D" or "F" grade in any course at mid-semester will be notified.

At the end of each semester a copy of the student's grades is mailed to the student's permanent address.

Transcripts

Students who have satisfied all financial obligations to the University are entitled to a transcript of their academic record.

Due to the confidential nature of a student's record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Office of the Registrar.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student for personal use. The fee for each transcript is \$2, payable in advance.

Release of Student Information

Avila University is in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, for rights of privacy and access to official educational records whether maintained in the Registrar's Office or by the advisor or instructor(s). Official student records are maintained in the Office of the Registrar. Students and parents of dependent students may request to review official educational records as follows:

Procedure:

- 1) A student must complete an **Enrollment Certification Release** form from the Registrar's Office. Parents must supply evidence of the income-tax dependency of the student, if the student does not sign a release;
- 2) An appointment must be set with the Registrar to review the record;
- 3) If a parent provides documentation of dependent tax status, the Registrar will notify the advisor and instructor(s).

Avila University will release the following information regarding a student (unless the student states in writing that no information is to be released about him/her):

1. That the student is enrolled (full or part-time status is NOT released);
2. The name and major of a student for the Honor's Program Booklet, Commencement Booklet and Recognition Program Booklet and hometown newspaper when an academic honor is received.

Avila University will NOT release the address or telephone number of a student to any outside source or to any university personnel who does not have a legitimate reason for receiving such information.

Probation and Dismissal

All students who have been officially admitted to the university must maintain a cumulative grade point average of 2.0. The Admissions and Academic Progress Committee reviews the academic status of students at the end of the fall and spring semesters.

A student who receives two or more grades of "F" or whose cumulative grade point average falls below 2.0 in any semester is placed on academic probation. Probationary students may be required to participate in a university skills program and/or may be limited in the number of hours in which they may enroll while on probation.

The Committee on Academic Progress may remove a student from probationary status when the student has completed at least 12 credit hours while on probation, has shown progress toward a degree and has raised the cumulative grade point average to at least 2.0. Failure to meet the conditions may result in dismissal from the university. The probationary period may be extended beyond 12 credit hours with the approval of the committee.

Dismissal from the university without a probationary period is possible if the student was admitted on a provisional status, has a cumulative grade point average below 1.6 or is classified as a senior.

Procedure for Grade Appeal

Students have recourse to an appeals procedure for the review of student course grades received at Avila University. Guidelines and Request Forms are available in the Office of the Academic Dean. The deadline for appealing grades is published in the course schedule.

Application for Degree

Students must file an application for degree with the Registrar's Office during the semester prior to their final semester at the university, stating the expected date of degree completion. There is a penalty fee for filing after the published deadline date.

Deadline dates for filing:

March for Summer degree candidates

April for December degree candidates

September for May degree candidates

(check the academic calendar listed in the class schedule for specific dates)

If students do not complete the degree requirements by the expected date of completion, they must file a new degree application in the Registrar's Office.

After the degree application is filed with the Registrar's Office, a survey of all academic work is reviewed by the Registrar to verify degree requirements still needing to be satisfied. Written notification of those requirements will be sent from the Registrar to the student and advisor.

Participation in Commencement

Students who have nine (9) or fewer credits to complete during the summer session may participate in the May Commencement exercises.

Academic Honors

Dean's List

Students are eligible for the Dean's list who have a course load of at least 12 hours carrying grade-points and a grade-point average of at least 3.5 on the 12 hours.

Honor Roll

Students are eligible for the Honor Roll who have a course load of 6-11 hours carrying grade points and a grade point average of at least 3.5 on these 6-11 hours.

Graduation Honors for Full-Time and Part-Time Students

- Summa cum laude = 3.900 cumulative grade-point average
- Magna cum laude = 3.700 cumulative grade-point average
- Cum laude = 3.500 cumulative grade-point average

Graduation honors are based on all work completed, including transfer work, before the semester during which degree requirements are fulfilled. Only those students who are earning their first baccalaureate degree or students who have completed at least 64 hours at Avila University toward a second degree are awarded graduation honors.

Honor Societies

DELTA EPSILON SIGMA is a national scholastic honor society for students of Catholic colleges and universities.

KAPPA DELTA PI is an international honor society for students majoring in education.

KAPPA GAMMA PI is a national honor society for graduating seniors of Catholic colleges.

SIGMA TAU DELTA is an international honor society for students majoring or minoring in English.

SIGMA THETA TAU, Beta Lambda chapter, is a national honor society for nurses.

PSI CHI is a national honor society for students completing a major or minor in psychology.

Degree Requirements

General Requirements for a Bachelor's Degree

- Completion of at least 128 semester hours of academic work with a minimum grade point average of 2.0 (average grade of "C").
- Completion of FS 101 First Year Seminar (Required of Freshmen entering Avila directly out of high school).
- Completion of the Core Curriculum as stated on the following pages. All students must receive a grade of "C" or above in Core Composition and Communication courses. Students enrolling in a college-level mathematics course beginning Fall, 2000 and beyond must earn a grade of "C" or above to meet the core requirement.
- Completion of Communication Intensive Courses.
- Completion of a major of not fewer than 27 semester hours in one subject area including 21 semester hours in courses numbered 200 or above; a minimum grade of "C" in each upper-division course in the major.
- Completion of at least 12 upper-division hours in the major at the university.
- No more than 60 hours in one area may be counted toward the 128-hour requirement for a bachelor's degree. Exceptions to this limit may occur in specific degree programs. Any additional credit hours earned in a single subject beyond the designated limit will be counted as credits earned over and above the 128 required for the bachelor's degree.
- Completion of any additional course requirements specified by the major degree program.
- Successful completion of recital, exhibit, project, research paper, oral examination and/or any other department evaluation requirement.
- Of the minimum 128 semester hours required for graduation, at least 64 semester credits must be from accredited four-year colleges/universities. Only those courses designated by Avila University as college/university equivalent will be accepted for transfer credit.
- Completion of the final 30 hours at the university.

Double Major and Degree Conferred

When two majors are completed in different degree areas, (e.g., B.S., B.A.) the student must indicate from which area the degree will be conferred.

Second Degree

- Requirements for earning two degrees to be awarded simultaneously.
 - Completion of a minimum of thirty (30) semester hours at Avila University in addition to the hours required for the first baccalaureate degree.
 - Completion of both majors with at least 12 upper-division hours in each major taken at Avila University; a "C" grade is required in each upper-division course in the majors.

- Requirements for earning a second degree after having been awarded a baccalaureate degree.
 - Completion of a minimum of thirty (30) additional semester hours at Avila University after the awarding of the first baccalaureate degree.
 - Completion of a major with at least 12 upper-division hours in the major taken at Avila University; a "C" grade is required in each upper-division course in the major.
 - Completion of the core curriculum as stated earlier in this catalog.

Minor

At least 18 semester hours in a subject area are required for a minor. A minimum of 9 hours in the minor must be earned at Avila University with at least six (6) of these semester hours at Avila in courses numbered 301 or above. (Note: If the minor is in Biology or Chemistry, only four (4) of the 9 semester hours in the minor at Avila must be in courses numbered 301 or above. If the minor is in Natural Science, only three (3) of the 9 semester hours must be in courses numbered 301 or above.) A grade of "C" or better must be earned for all graded courses required for the minor.

Course Numbering System

001-099	Skills courses - these courses will not count toward total hours for graduation
101-199	Introductory courses
201-299	More advanced introductory courses; may have prerequisites
310-449	Upper-division courses open to all students
451-499	Upper-division courses open to majors/minors only
501-599	Pre-graduate courses
601-699	Graduate courses

The number in parentheses after the course title indicates the credit in semester hours.

The Roman numeral following the course description indicates the semester in which the course is given. First semester course offerings are indicated by I; second semester, II; summer session, S. Where frequency of course offering is not indicated, the course is given as required.

UNDERGRADUATE PROGRAMS/ COURSES



The Avila University Curriculum

An Avila University education prepares graduates for responsible life-long contributions to the contemporary world. The curriculum has well-defined outcomes and is designed to involve the student in the learning process. Through coursework and campus activities, the Avila student learns to communicate effectively, to employ higher level thinking skills, to acquire knowledge in the liberal arts and a field of specialization and to develop personally, spiritually and socially. In order to participate in an education that has both breadth and depth, all students complete a Core curriculum and a major curriculum. Each course of study is designed so that clearly identified objectives are built upon and reinforced.

COMMUNICATION SKILLS

In the Core and major curricula, certain courses are designated as Communication Intensive courses. These courses incorporate assignments, activities and assessment focused on developing skills in listening, reading, writing, public speaking and group process. Avila students are expected to complete a specific number of these Communication Intensive courses in addition to English Composition and Fundamentals of Communication with a grade of “C” or better.

Freshmen must complete English Composition and Fundamentals of Communication within the first thirty semester hours. To graduate, they must also complete five Communication Intensive (CI) courses. Of the five courses, one CI course must be a course in the Core curriculum, one must be a course in the major numbered 310 or above and one must be the capstone course in the major. At least two (2) CI courses must be completed by the end of sixty semester hours of credit.

Transfer students must complete the Writing and Communication requirements within the first thirty hours at Avila University. The number of Communication Intensive courses a transfer student must complete prior to graduation is determined by the number of transfer credits accepted by Avila University at the time of admission to the university.

- **Less than 32 transfer credits:** Same requirements as Freshmen
- **32-63 transfer credits:** Three CI courses including the capstone course in the major
- **64-95 transfer credits:** Two CI courses including the capstone course in the major
- **Greater than 95 transfer credits:** The capstone course in the major

The course description in the catalog indicates if the course is a Communication Intensive course in the major and the capstone course in the major.

HIGHER LEVEL THINKING SKILLS

Throughout the curriculum, higher level thinking skills are addressed by focusing in each course on one or more of five modes of thinking. In this manner, students are provided multiple opportunities to practice and develop their critical thinking abilities within the context of various academic disciplines so that upon graduation they may be able to:

- identify a problem and using the steps involved in problem solving processes, develop viable solutions

- employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
- make and evaluate decisions based on appropriate criteria and projected consequences
- generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
- analyze one's own thinking processes, including how one's experiences, feelings, ideas and intuition affect thinking

MATHEMATICAL COMPETENCY

Avila graduates are required to demonstrate college-level competency in mathematics. To meet this requirement all students must complete their mathematics Core requirement within their first forty-eight (48) credit hours at Avila. Students who need to take Basic Algebra must complete this course in their first thirty (30) credit hours at Avila University. All students beginning a college-level mathematics class in Fall, 2000 or beyond must earn a grade of "C" or better to meet the Core requirement.

FUNCTIONAL COMPUTER LITERACY

Avila graduates are also required to demonstrate a functional level of computer literacy which includes operation of a computer using a library of software programs, knowledge of the various social and ethical issues relating to computer use, and utilization of computers to problem-solve and to access current information technologies. The faculty in each academic major has determined the coursework to meet this requirement. These courses are listed in the description of course requirements for the major.

UNIVERSITY-WIDE EDUCATIONAL OUTCOMES

Personal, Spiritual, and Social Development Intended Learning Outcomes

The Avila graduate will be able to:

- Clarify and articulate a personal value system as a framework for ethical decision-making and behavior
- Cultivate and articulate one's aesthetic response
- Demonstrate self-motivation, intellectual curiosity and openness to differing perspectives
- Demonstrate sensitivity to socio-cultural diversity
- Address issues of social justice
- Take responsibility for one's own well-being
- Participate in group interaction to achieve an identified goal
- Demonstrate civic, social, and ecological responsibility

Communication Intended Learning Outcomes

The Avila graduate will be able to:

- Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response
- Read a document and demonstrate an understanding of its written and quantitative content

- Make a clear, well-organized verbal presentation
- Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
- Use group process skills

Higher Level Thinking Intended Learning Outcomes

The Avila graduate will be able to:

- Identify a problem and using the steps involved in problem-solving processes, develop viable solutions
- Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
- Make and evaluate decisions based on appropriate criteria and projected consequences
- Generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
- Analyze one's own thinking processes, including how one's experiences, feelings, ideas, and intuition affect thinking

Knowledge Intended Learning Outcomes

The Avila graduate will have knowledge of:

- Mathematics as an art, a science and a language
- The common methods of representing numerical, statistical and symbolic relationships
- Arts, literature and language through experiential and intellectual understanding of their elements and principles
- Philosophers, theologians, writers, artists and other great thinkers and their influence upon the development of civilization
- Major ethical theories
- The Judeo-Christian tradition
- The theories which describe or explain individual and group behavior
- The key social problems facing the contemporary world
- Diverse political, social and economic systems
- The function, structure and interrelationships of the political, social and economic systems of the United States
- Western and non-Western experience in historical perspective
- Cultural diversity in the United States and throughout the world
- Physical, economic and social geography
- United States history
- The nature and limitations of science
- The physical laws of nature
- The atomic and molecular basis of all matter
- Concepts that characterize and govern living systems
- The structures and uses of information systems

AVILA UNIVERSITY CORE CURRICULUM

The Core curriculum is divided into four levels and is designed to be completed over the period of time needed to meet the requirements for the baccalaureate degree. Level I-Foundations provides the basic skills essential for effective participation in other classes as

well as the professional world. Level II-Heritage, the Contemporary World and Self addresses the breadth of knowledge expected of a liberal arts education. Level III-Application and Integration challenges the student to integrate prior knowledge and create new ideas through interdisciplinary coursework. Level III classes are open only to students who have completed Level I and fifteen hours of coursework in Level II. Level IV-The Educated Person in Society is the capstone course for the Core curriculum and provides students the opportunity to collaboratively address issues facing society now and in the future.

LEVEL I - FOUNDATIONS

Intended Learning Outcomes

- Employ active listening techniques
- Read a document and demonstrate an understanding of its written and quantitative content
- Make a clear, well-organized verbal presentation
- Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
- Use group process skills
- Know mathematics as an art, a science and a language
- Understand and use information systems

Coursework

CO 110	Fundamentals of Communication	(3 hr)
EN 111	OR 112 Composition I or II	(3 hr)
FS 101	First-Year Seminar (Freshmen only)	(1 hr)
MA 115	Finite Mathematics OR	
MA 120	College Algebra OR	
MA 251	Calculus and Analytic Geometry I	(3-4 hrs)
Computer competency as determined by major		

TOTAL: 10-11 hrs.

LEVEL II - HERITAGE, THE CONTEMPORARY WORLD AND SELF

Intended Learning Outcomes: History

Knowledge of:

- Western and non-western experience from a historical perspective
- Physical, economic and social geography
- Cultural diversity in U.S. and world
- U.S. history

Coursework

(3 hr)

HI 111	World Civilizations I
HI 112	World Civilizations II
HI 121	The American Experience I
HI 122	The American Experience II

Intended Learning Outcomes: Literature

Knowledge of:

- Cultural diversity in U.S. and world
- Western and non-western experience from a historical perspective
- U.S. history and literature

- Literature and language through experiential and intellectual understanding of elements and principles
- Writers and their influence on the development of civilization

Coursework

(3 hr)

- EN 261 Short Story
- EN 263 The Novel
- EN 271 African-American Literature
- EN/WS 275 Women and Literature

Intended Learning Outcomes: Religious Studies and Philosophy

Knowledge of:

- Major ethical theories
- The Judeo-Christian tradition
- Philosophers, theologians and other great thinkers and their influence on the development of civilization
- A personal value system as a framework for ethical decision making and behavior

Coursework

(9 hr in 2 areas)

- PL 111 Introduction to World Philosophies
- PL 255 Ethics
- RS 111 Introduction to Religious Studies
- RS 113 Intro to the New Testament
- RS 117 World Religions
- RS 225 Catholicism
- RS 227 The Historical Jesus
- RS 233 American Religious History or
- Level III Course in Religious Studies/Philosophy

Only one Level III course may be used to meet the Level II Religious Studies/Philosophy requirement.

Intended Learning Outcomes: Art, Music, Theatre

Knowledge of:

- The arts through experiential and intellectual understanding of their elements and principles
- Articulated responses to aesthetic experiences

Coursework

(3 hr)

- AR 110 Introduction to Art
- AR 181 Survey of Art I
- AR 183 Survey of Art II
- MU 110 Music Appreciation
- MU 281 Classical Gold (Romanticism)
- TR 110 Theatre Appreciation
- TR 223 History and Literature of Theatre

Intended Learning Outcomes: Natural Science

Knowledge of:

- The nature and limits of science
- Atomic and molecular basis of all matter
- Physical laws of nature or
- Concepts that characterize and govern living systems

Coursework

(4 hr)

- BI 110 Principles of Biology
- BI 111 General Biology
- CH 115 Molecules That Matter
- CH 131 General Chemistry I
- NS 101 Physical Science
- NS 103 Earth and Space Science
- NS 211 Environmental Science
- NS 221 Physical Geology
- NS 231 Descriptive Meteorology
- NS 250 Astronomy
- PH 117 Physics Concepts
- PH 232 General Physics II

Intended Learning Outcomes: Social institutions

Knowledge of:

- Diverse political, social and economic systems
- Function, structure and interrelationships of political, social and economic systems of the U.S.
- Ways to demonstrate civic responsibility

Coursework

(3 hr)

- BU 230 Personal Financial Planning
- BU 305 Legal Aspects of Business I
- EC 195 Survey of Economics
- EC 201 Principles of Macroeconomics I
- PS 120 American National Government
- SO 101 Introduction to Sociology*

Intended Learning Outcomes: Self and Society

Knowledge of:

- Theories which describe or explain individual and group behavior
- Cultural diversity in U.S. and world
- Key social problems
- Ways to demonstrate social responsibility

Coursework

(3 hr)

- AN 122 Introduction to Cultural Anthropology
- CO 212 Conflict Resolution
- CO 225 Mass Media and Society
- PY 101 Introduction to Psychology
- PY 224 Human Relations in Organizations
- PY/WS 312 Psychology of Women
- SO 101 Introduction to Sociology*

*If Sociology is taken in one area, it may not be taken in the other area.

TOTAL 25-28 hrs.**LEVEL III - APPLICATIONS AND INTEGRATION**

Level III Courses are Interdisciplinary courses that cross disciplines from any two or more areas of the university and are taught at the 310 level or above. They reflect the unique talents and interests of the faculty, use primary sources, address university outcomes and emphasize

higher level thinking skills. Students may register for Level III courses only after completing Level I requirements and 15 credit hours of Level II. Only one Level III course may be used to meet the Level II Religious Studies/Philosophy requirement. See Interdisciplinary Studies-IS.

TOTAL 6 hrs.

LEVEL IV - THE EDUCATED PERSON IN SOCIETY

This is the capstone course for the Core Curriculum. In this course students will address a theme selected by the faculty, interact with students from various disciplines, experience multiple approaches to an issue and be challenged to integrate prior knowledge.

TOTAL 1 hr.

MAJOR CURRICULUM

Each student chooses an academic area to study in-depth and must complete the requirements for that program in order to graduate. The curriculum for each of Avila's major programs provides a well-developed set of courses to meet the identified outcomes of each program as well as opportunities for independent work, practica, internships and senior projects.

ASSESSMENT PROGRAM

Avila University is committed to evaluating the performance of the university as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila's students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the university and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Programs and Courses of Instruction

Accounting (AC)

The Bachelor of Science in Accounting prepares students for careers in public, corporate, governmental, or non-profit accounting. Depending on their interests, students may pursue either the Public or the Corporate Accounting track. Working with an accounting faculty advisor, students can choose the track which fits their interests.

Students majoring in Accounting are versed in all aspects of accounting including practice, theory, and professional ethics. In addition, graduates who complete both the Bachelor of Science in Accounting and the MBA in Accounting will satisfy the 150 hours requirements of both Kansas and Missouri to sit for the CPA exam.

Accountants need critical business skills to advance in the ranks of management. The accounting program includes appropriate business coursework so that students develop those skills.

The degree requirements for the Bachelor of Science in Accounting are listed below.

Corporate Accounting Track

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of AC/BU/EC/LG courses. Business courses that are cross-listed are counted against the 77 hour limit.
2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.
3. Completion of at least 12 hours of upper-division courses in accounting at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the Accounting major will have prior departmental approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated

for accounting upper-division credit. At admission, business law may be transferred from a two-year school to satisfy BU 305 Legal Aspects of Business I.

5. Completion of the final 30 hours at the university.
6. The candidate must fulfill the University Core Curriculum requirements as stated earlier in this catalog.

The division specifically requires the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communication, EN 111 Composition I, and an additional 3 hours of writing, EN 112 Composition II, and MA 120 College Algebra, or a higher level Mathematics course. All specifically required courses must be completed with a letter grade of "C" or better.

7. Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.
8. Completion of the following Business Core requirements: 27 semester hours.

- AC 201 Principles of Accounting I
- AC 202 Principles of Accounting II
- EC 211 Concepts of Economics (or equivalent)
- EC 240 Statistical Analysis
- BU 110 Understanding Computers
- BU 305 Legal Aspects of Business I
- BU 310 Marketing
- BU 321 Management
- or**
- BU 322 Organizational Behavior & Development
- BU 330 Finance

9. Only one repeat of a required undergraduate Accounting, Business, or Economics course by an Accounting Major will be permitted.
10. In addition to the University Core Curriculum requirements and the Business Core

requirements listed above, students must complete the following Accounting Major Courses for the Corporate Accounting track:

- AC 250 Accounting Issues
- AC 355 Cost Accounting
- AC 361 Intermediate Accounting I
- AC 362 Intermediate Accounting II
- AC 365 Accounting Information Systems
- AC 370 Auditing
- AC 451 Tax Accounting I
- AC 452 Tax Accounting II
- AC 460 Advanced Accounting
- AC 475 Accounting Theory (Capstone)
- AC/CS/BU/EC/LG Electives including
 - BU 345 and any upper division Economics course
 - (6 semester hours)

Public Accounting Track

In addition to satisfying all of the requirements for the Corporate Accounting track (1-10) above, the student must complete the additional undergraduate courses listed below.

- BU 345 Legal Aspects of Business II
- EC 241 Quantitative Analysis
- Upper Division Economics course

Upon completion of the undergraduate requirements for the corporate track or, if selected, the Public Track, the degree Bachelor of Science in Accounting will be awarded.

MBA (Accounting Concentration)

The following graduate courses, in addition to those for the undergraduate Public Accounting Track, will satisfy state requirements to sit for the CPA exam.

- BU 603 Business & Economic Forecasting
- BU 622 Organization Behavior & Development
- BU 635 Financial Management II
- BU 661 Management Information Systems
or
- BU 611 Aggregate Income Analysis
- BU 699 Organizational Policy & Strategy
- AC 652 Advanced Tax Accounting
- AC 655 Advanced Cost Accounting
- AC 670 Advanced Auditing
- AC 675 Advanced Accounting Theory
- Elective (3 semester hours)

Upon completion of the MBA coursework, the Master of Business Administration degree will be awarded.

ACCOUNTING COURSES (AC)

AC 201. Principles of Accounting I. (3)

Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: Sophomore standing; MA 120 (Accounting majors) or MA 115 (all others). I.

AC 202. Principles of Accounting II. (3)

Accounting for corporations and manufacturing firms; also involves analyzing financial statements. Prerequisite: AC 201. II.

AC 250. Accounting Issues. (3)

Special topics of concern to the accounting professional, such as certification, specialization, ethics. Prerequisite: AC 202. I, as needed.

AC 350. Managerial Accounting. (3)

Study of the determination and control of costs with emphasis on management use of cost data. Not for Accounting Majors. Prerequisite: AC 202. I.

AC 355. Cost Accounting. (3)

Accounting for product and period costs, with emphasis on cost relationships, cost determination, and the use of quantitative techniques. Required for Accounting Majors. Prerequisite: AC 202. I.

AC 361. Intermediate Accounting I. (3)

Review of the accounting process, extensive study of working capital accounts and operational assets. Prerequisite: AC 202. I, II.

AC 362. Intermediate Accounting II. (3)

Study of long-term assets and debts, stockholders' equity, and financial statement analysis. Prerequisite: AC 202. I, II.

AC 365. Accounting Information Systems. (3)

Study of the design and use of the accounting information system within the organization. Prerequisites: AC 202, BU 110 (or equivalent). II, as needed.

AC 370. Auditing. (3)

Study of the verification of accounting records for financial audits, with emphasis on the ethical and legal aspects of the auditor's work. **Meets the Communication Intensive course**

requirement in the major. Prerequisites: AC 362 or concurrent enrollment. II.

AC 380. Accounting Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

AC 451. Tax Accounting I. (3)

Detailed discussion of the fundamental aspects of federal income taxation as applied to individuals. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AC 202. II.

AC 452. Tax Accounting II. (3)

Study of federal income taxation as applied to corporations and partnerships; introduction to tax planning. **Meets the Communication Intensive requirement in the major.** Prerequisite: AC 451. II.

AC 460. Advanced Accounting. (3)

Advanced study of accounting procedures and theories applicable to consolidations and partnerships, bankruptcies, estates and trusts. Prerequisite: AC 362. I.

AC 475. Accounting Theory. (3)

Study of not-for-profit accounting, international accounting and the development of accounting theory. **Meets the Capstone course requirement in the major.** Prerequisite: AC 362. II.

AC 490. Directed Studies in Accounting. (1-6)

Study of an approved topic not parallel with the content of another course.

AC 495. Accounting Internship. (1-6)

Structured learning/work experienced performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only.

For descriptions of graduate MBA courses numbered 600 and above, please refer to the Graduate Section of this Catalog.

Anthropology (AN)

No major is offered.

Minor: AN 121, 122, 451 and 9 hours selected from other anthropology courses.

ANTHROPOLOGY COURSES (AN)

AN 121. Human Evolution and Archaeology. (3)

An introduction to physical anthropology and archaeology. The course will include an examination of human prehistory, primates and primate behavior, the evolution of the human species and early human cultures. The theoretical basis and methods used in physical anthropology and archaeology will also be covered throughout the course. Includes a field experience. I.

AN/SO 122. Introduction to Cultural Anthropology. (3)

A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. II. CORE-II.

AN/SO 221. Cultures of the World. (1-3)

A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious and family structures in Africa, the Americas, Oceania and the Orient. I or II.

AN/GS 302. Aging in Other Cultures. (1-3)

A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of the aged, the aged and family life in various cultures, and the aged and work in different societies. Alternate years.

AN/WS 315. Women in Other Cultures. (3)

A cross-cultural study of women's status and roles in selected ethnic or cultural groups in differing stages of development including forager, agrarian, industrial and post-industrial societies.

AN/SO 337. Family in Other Cultures. (3)

This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system. I or II. Alternate years.

AN 451. Field Experience in Anthropology. (3)

This course gives students with a minor in anthropology the opportunity to utilize the theoretical background and methods learned in other classes in an actual field experience. Prerequisites: AN 121 and 122. I, II.

Art + Design (AR)

The Art foundation courses provide broad experience in conceptual thinking as well as technique through design and drawing classes in order to provide students with an opportunity to determine and develop strengths and interests. A concentration need not be selected until the second year of full-time study.

Students must have a minimum grade of "C" for all Art courses.

Major: AR 111, 117, 181, 183, 212, 218, 219, plus choice of concentration or Art Education. Up to 36 additional hours in Art may be taken.

Concentrations:

1. Graphic Design: AR 221, 245, 322, 346, 349, 387 (satisfies upper-division Art history requirement), 442, 443, 447, 495, 499; Art electives (3 hrs.); Macintosh electives (3 hrs.).

Graphic Design Review

Students enrolled as Graphic Design majors or minors must submit a complete portfolio of work produced in AR 245 Typography. The portfolio must be submitted by the day of the AR 245 final exam. The portfolio will be reviewed by two Art + Design faculty and one outside Graphic Design professional. The Review Committee must approve the student's portfolio in order for the student to continue as a Graphic Design major/minor. The Review Committee will notify the student of the decision by Friday of finals week.

2. Art Therapy: AR 221, 231, 261, 351, 353, 355, 359, 365, 459; computer electives (3 hrs.); PY 101, 201, 205, 310, 320; 3 hours additional PY classes from PY 220, 302, 383 or 384.
3. Art Education: AR 221, 231, 261, 351, 355, 365; 383 or 387 or upper division Art History, Computer electives (3 hrs.). A program in Art Education, K-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See Education section.

Studio Art Minor: AR 111, 117, 212, 218; Art History (3 hrs.); upper-division Art electives (6 hrs.)

Graphic Design Minor: AR 117, 245, 346, 447, and two of the following: AR 221, 322, 442, 443. Please note prerequisites and course rotation schedule. See information regarding the Graphic Design Review process under concentrations: Graphic Design. For more information see Art + Design chair.

Computer Competency: See Art & Design chair for requirements.

Major requirements for graduation:

1. Senior Exhibit. The graduating Graphic Design senior must exhibit advanced works. Application for the Senior Exhibit in Thornhill Gallery must be made one semester prior to graduation. An exhibit committee consisting of the Gallery curator, Art coordinator, and principal concentration instructor will review and approve works for inclusion in the exhibit. At the discretion of the Department, one work may be selected from the exhibit for inclusion in the University's permanent collection.
2. Graduation requirements for the Art major in Art Education and Art Therapy include a portfolio and an optional Senior Exhibit.

ART COURSES (AR)**AR 110. Introduction to Art. (3)**

Provides a body of information and hands-on experience for making knowledgeable judgments about works of art and understanding the artistic ideas behind their creation. May include gallery tours, studio work, and meeting with

artists. Does not count toward an Art major. No prerequisite. I, II. CORE-II.

AR 111. Beginning Drawing. (3)

Development of traditional drawing skills through observation to aid expressive and pictorial accuracy. Understanding the fundamental language including line, form, light, space, movement, surface, tone, texture, and the personal mark. Basic perspective, still life studies, landscapes, interiors, and the figure may be explored. I.

AR 117. Two-Dimensional Design. (3)

Basic visual elements upon which all form, human-made and organic, is based. Function of compositional elements through organization upon a two-dimensional surface, including principles such as pattern, rhythm, repetition, and closure. I, II.

AR 181. Survey of Art I. (3)

Major works of art and architecture from pre-history through the Gothic period. For Art majors and students with appropriate interest. CORE-II.

AR 183. Survey of Art II. (3)

Major works of art and architecture from the Renaissance through the 20th Century. For Art majors and students with appropriate interest. II. Alternate years. CORE-II.

AR 212. Intermediate Drawing. (3)

Emphasis on the figure as subject as well as on still life, landscape, etc. Drawing problems of gesture, movement, rhythm, shape, and volume. Encouragement of experimentation and personal expressive interpretation. Variety of drawing media used. Professional model. Prerequisite: AR 111. II.

AR 218. Principles of Color Theory. (3)

Understanding of color relationships, the physical properties of pigments and color perception through a variety of media for artistic application. II.

AR 219. Three-Dimensional Design. (3)

Fundamental principles of three-dimensional form and their application. Exercises in mass, volume, weight, movement, and light, as well as additive and subtractive techniques, and materials investigation. Prerequisite: AR 117.

AR 221. Beginning Photography. (3)

Basic mechanics of the black-and-white photographic process: use of the camera, processing and printing film. Basics of design and composition. Adjustable 35mm camera (focus, f-stop, shutter speed) required. I, II, S.

AR 231. Beginning Ceramics. (3)

Introduction to the process of making utilitarian and sculptural objects with clay. Exploration of forming methods, decorating and glazing techniques, and kiln-loading and firing. Emphasis on the creative process as well as on the development of technical skill and craft. I, II.

AR 245. Typography. (3)

Typography and experimental typographic design. The compositional characteristics of type as form, aesthetics of the letter form, experimental approaches to typical formats, conciliation between readability and creative expression, eye movement and sequence, and combining type with image. Review of graphic design history through research projects. Introduction of Macintosh graphics software. Prerequisite: AR 117.

AR/PY 251. Introduction to Art Therapy. (3)

The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical and other current influences. The benefit with various populations and settings in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapist. Prerequisites: PY 101 and 201. I.

AR 261. Beginning Painting. (3)

Introduction to oil painting media and techniques including the basic qualities of paint, grounds, color mixing, and using tools. Elements of composition, color, and form within the context of figure, landscape, and still-life painting. Prerequisite: AR 111.

AR/CO 271. Macintosh Desktop Publishing. (3)

Macintosh desktop publishing and graphic design software with QuarkXpress as the primary software. Basic graphic design concepts, such as readability, eye flow and sequence, page composition, and using type with images. Basics of technical considerations including

work with photographs and camera-ready production. I, II.

AR/CO 273. Macintosh Software: Photoshop. (3)

The study of Adobe Photoshop software, a bitmap-based application used for photo manipulation. Prerequisite: AR/CS 271.

AR/CO 275. Macintosh Software: Illustration. (3)

The study of Adobe Illustrator software, a vector-based graphics application.

AR 280. Special Topics. (1-3)

Selected topics to be determined by the department.

AR 322. Intermediate Photography. (3)

Continued exploration and refinement of black-and-white technical skills. Emphasis on in-depth study of selected topics. Prerequisite: AR 221 or permission of instructor. II.

AR 332. Intermediate Ceramics. (3)

Introduction to the potter's wheel as the primary forming method. Continued work in glazing, and the analysis of historical and contemporary potters and their work. Emphasis on the development and creative use of technical skills. Use of electric and gas kilns. Prerequisite: AR 231. I, II.

AR 346. Intermediate Graphic Design. (3)

Conceptual aspect of the design process, particularly the development of creative problem-solving techniques, affecting both underlying concept and formal presentation. Encouragement of experimental approach. Generation and use of the image in conjunction with typography. Range of formats provide structure for projects. Prerequisite: AR 245.

AR 349. Materials and Methods. (3)

Image-generation techniques, traditional illustration, and graphic media as well as alternative sources of images. Creative discovery and application of materials and techniques in typical and atypical graphic design formats. Prerequisites: AR 221 and 245. II.

AR 351. Printmaking. (3)

Investigation of techniques for the production of fine prints. Creative development in the areas

of relief, intaglio, monoprints, and silkscreen. Emphasis on process. Prerequisite: AR 111.

AR/PY 353. Theory and Methods of Art Therapy. (3)

A combination of the theories and practice of art therapy. Comprehensive overview of traditional art therapy theory. The use of various approaches with a variety of populations. Outside readings and several in-class art experiences and role play. Prerequisites: PY 101, 201, 205.

AR 355. Fiber Design. (3)

Exploration of two- and three-dimensional applications of fibers and mixed media. Introduction to techniques such as weaving, papermaking, dyeing, needlework, and basket-making. Overview of textile history and criticism with an emphasis on the conceptual development of an artistic work. Prerequisite: AR 117.

AR/PY 359. Art as Therapy. (3)

Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers as well as for therapists who work with groups of children or adults. Prerequisites: PY 101.

AR 365. Watercolor. (3)

Beginning watercolor techniques, working with color, composition, and formal considerations as well as development of familiarity and skill with watercolor pigments, papers, and brushes. Group discussion and critiques. Prerequisite: AR 212.

AR 380. Special Topics. (1-3)

Selected topics to be determined by the department.

AR 383. History of Renaissance and Baroque Art. (3)

Study of the development of Renaissance and Baroque styles with emphasis on the Italian and Northern schools of the Renaissance, and the European Baroque from the late-16th through the 18th centuries. **Meets the Communication Intensive course requirement in the major.**

AR 387. History of 20th-Century Art. (3)

Study of the architecture, sculpture, painting, and photography from Impressionism through the present. **Meets the Communication Intensive course requirement in the major.**

AR 390. Directed Studies. (1-3)

Intermediate studies in a concentration area. Topic of study initiated by the student and presented in writing to the primary concentration instructor and art coordinator for approval prior to registration.

AR 442. Identity Design. (3)

The analysis, conceptualization and development of communication systems for businesses and institutions, including symbols, trademarks, logotypes, and corporate imaging. Prerequisite: AR 346. II.

AR 443. Advertising Design. (3)

The conceptualization, development, visualization and implementation of advertising campaigns for organizations and business, particularly the visualization of copy-based concepts.

AR 447. Publication Design. (3)

Focus on the manipulation of text and image within the periodical format, specifically magazine, newspaper, book, and brochure design. Emphasis on balancing client-oriented practical problem solving with personal style development and self-expression. Oriented toward professional standards and practices. Use of student's own photography and illustration encouraged. Projects appropriate for graduation portfolio. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AR 346. I.

AR 459. Special Settings in Art Therapy. (1)

First-hand viewing of a variety of art therapy settings with diverse populations. Particular aspects of art therapy discussed as unique to each setting. Reading, lecture, discussion and actual visits to art therapy facilities. **Meets Capstone course requirement in the major for Art Therapy concentration.** Prerequisites: AR 251, 353 and permission of instructor.

AR 480. Special Topics. (1-3)

Selected topics to be determined by the department.

AR 490. Directed Studies. (1-6)

Advanced studies in a concentration area. Open to students only in their last two semesters. Topic of study initiated by the student and presented in writing to the primary concentration instructor and Art coordinator for approval prior to registration.

AR 495. Internship. (1-6)

Student seeks art-related position and presents proposal in writing for approval by primary concentration instructor and Art coordinator prior to registration. Prerequisites: junior standing and departmental approval.

AR 499. Senior Studio. (3)

Preparation of resume and portfolio for graduating Graphic Design seniors. Seminars on interviewing, cover letters and preparing for the job market. Design projects for freelance clients and on-campus clients, working individually and as teams. **Meets the Capstone course requirement for Graphic Design majors.** Prerequisite: AR 447. II.

Biology (BI)

Biology, the science of life, is one of the most fascinating and rewarding disciplines. Students successfully completing the Avila University Biology major can pursue a variety of career options, including work in the health professions; forensic sciences; forestry; agriculture; fisheries; oceanography; conservation; environmental research and management; medical and scientific publishing; business careers in health administration, instrumentation, and pharmaceuticals; secondary education; or pursue special research interests as a post-graduate biologist.

The candidate for the Bachelor of Science degree in Biology must complete all general degree requirements as stated earlier in this catalog. Students must complete all Biology, Chemistry, Physics, Mathematics, and Computer Science courses applicable to degree requirements with a minimum grade of "C".

Biology Major Outcomes

Upon completing the course requirements for the Biology major, each student should be able to:

- Properly place biology among the sciences, technology, and mathematics; and define ways in which each of these disciplines is dependent upon the others. Then place scientific endeavors, specifically biological concerns, into a broader intellectual and social framework of thought.
- Provide an overview of the historical development of biological thought, identifying important ideas and persons, and describing how the science of biology has changed and adapted changes in related fields.
- Demonstrate competency in the use of biological terminology, and explain the roots and origins of specific biological terms.
- Identify and describe the fundamental characteristics that collectively define life, its organization, and functional capacities – specifically using the human (or any vertebrate) model.
- Describe the diversity of life forms while simultaneously explaining the unity of life by identifying, describing, and explaining implications of the unifying theories of biology:
 - a. cell theory,
 - b. biogenesis
 - c. homeostasis
 - d. evolution, and
 - e. gene theory
- Use evidence to evaluate the appropriateness and validity of a particular paradigm.
- Collaborate successfully with peers in the completion of a project.
- Effectively use the primary literature in at least one field of biology.
- Explain common scientific methods, describe the proper role of science, and explain the limitations of science while identifying a problem and designing and implementing an appropriate procedure capable of providing and evaluating alternative answers or solutions. The investigation shall incorporate the use of appropriate qualitative and quantitative tools to describe and evaluate data.
- Present in appropriate written and oral formats the results of the student's own scientific investigation.

Completion of the following is required for the Biology major: BI 111, BI 211, BI 212, BI 390, BI 497, and BI 499. Eligible students may also take BI 495, instead of BI 497 (with permission of the NAHSM Division) Students with a 3.2 GPA or higher are eligible for graduation with honors after completion of BI 497, BI 498, and BI 499. In addition, all students must take CH 131, 137, 216, PH 231, and 232. Students are required to take MA 120 at a minimum. MA 251 and 252 are strongly recommended for some tracks. Students are encouraged to also take CH 217. Twenty additional hours of biology electives are chosen in consideration of the track a student chooses to pursue:

TRACK I

Pre-Medical, Pre-Dental, Pre-Veterinary

Students who are strong candidates for admission to medical, dental, osteopathic, or veterinary schools would pursue this track. Recommended biology electives include BI 312 Genetics or BI 345 The Structure, Function, and Chemistry of Cells, BI 330 Comparative Chordate Anatomy, and BI 340 General Physiology. Students also are recommended to take MA 251 and 252 and CH 217 (Biochemistry is strongly recommended).

TRACK II

Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Physician Assistant

Students interested in pursuing post-graduate education leading to careers in health care would follow this track. Recommended biology electives would include anatomy and physiology classes (BI 220 or BI 330 and BI 340) and BI 250. CH 217 is recommended.

Students who enter Avila University as freshmen are eligible to apply for a six year program leading to a Bachelor of Science degree in Biology from Avila University and a Master of Physical Therapy or Master of Occupational Therapy from Rockhurst University. Avila students who are eligible for this 3 + 3 program must apply for acceptance into Rockhurst's Physical Therapy or Occupational Therapy Program in the fall of their junior year.

Avila University also has an agreement with the Arizona School of Health Sciences (ASHS) and

Kirksville College of Osteopathic Medicine which gives Avila students meeting certain minimum criteria an automatic interview for the ASHA Physical Therapy and Occupational Therapy Program.

TRACK III

Medical Technology

Students who plan to apply to National Accrediting Agency for Clinical Laboratory Science's (NAACLS) approved programs to become a medical technologist should follow this track. Required courses for this track are: BI 220 Human Anatomy and Physiology (6), BI 250 General Microbiology (4); BI 320 Immunology (4), BI 350 Medical Microbiology (4), CH 341 Biochemistry (3), MA 155 Elementary Probability and Statistics (3). Other courses are chosen to meet the admission requirements of the clinical programs to which the student plans to apply.

TRACK IV

Cell and Molecular Biology

Students interested in entering the business world or individuals planning to pursue a graduate degree in cell or molecular biology would choose this track. Recommended biology electives would include both BI 312 Genetics and BI 345 The Structure, Function, and Chemistry of Cells, BI 250 General Microbiology, BI 320 Immunology, and either BI 310 Evolution or BI 360 Ecology. CH 217 and MA 251 and 252 are recommended.

TRACK V

Ecology, Field Biology, Organismal Biology

Students interested in working at field stations, museums, zoos, nature centers, or pursuing graduate work in ecology or zoology would choose this track. Recommended biology electives would include both BI 310 Evolution and BI 360 Ecology, BI 312 Genetics, and BI 340 General Physiology. MA 251 is recommended.

Biology majors who are eligible for departmental honors must have a minimum G.P.A. of 3.0 and meet the capstone requirement in biology by taking BI 498 Research II, as well as BI 497 and BI 499. Honors will be awarded to students who complete BI 497, BI 498, and BI 499 with a grade of "A" and approval of the science fac-

ulty. Students will be notified of their eligibility by their academic advisor in the fall of their junior year.

Computer competency will be demonstrated by successful completion of CS 110.

Biology Minor:

BI 111, 211, 212, and 6 hours at the 310 level or above.

Biology Secondary Education Certification:

See Natural Science.

Microbiology Minor:

BI 111, 250, 320, 322, and 350.

Natural Science Major:

See Natural Science section.

Premedical Major:

See Premedicine section.

Unified Science Education-Biology

Endorsement:

See Natural Science section.

BI 110. Principles of Biology. (4)

A survey of the fundamental principles that describe and govern life. Human examples will be emphasized in this course. Recommended for non-science majors. 3 hours lecture, 3 hours laboratory per week. I, II, S. CORE-II.

BI 111. General Biology. (4)

An introduction to the fundamental concepts of biology. Topics will include the chemistry of all living organisms, cell structure and function, principles of inheritance, and population biology. Examples from all kingdoms of life will be used. This course should be taken by students majoring in science, nursing, radiologic science, medical technology, and other health care fields. 3 hours lecture, 3 hours laboratory per week. I, II. CORE-II.

BI 211. Zoology. (4)

A survey of the features and characteristics of members of the animal kingdom. 3 hours lecture, 3 hours laboratory per week. Prerequisite: BI 111. I.

BI 212. Botany. (4)

A survey of the features and characteristics of members of the plant kingdom. 3 hours lecture, 3 hours laboratory per week. Prerequisite: BI 111. II.

BI 220. Human Anatomy and Physiology. (6-8)

A detailed study of the microscopic and gross human body structure and function taught from a systemic perspective. 4 hours lecture, 6 hours laboratory per week. The 8-hour option, available only with permission of the student's advisor and the course instructor, entails an additional 2 hours lecture per week. For BI 220: Not recommended for students interested in medical school. Prerequisite: BI 111. I, II.

BI 250. General Microbiology. (4)

Morphology, physiology, and growth of microorganisms; beneficial and harmful relationships between microorganisms and people; techniques of isolation and cultivation. 3 hours lecture, 2 hours laboratory per week. Prerequisites: BI 111, CH 131. I.

BI/GS 302. Biological Processes and Aging. (2)

The purpose of this course is to provide knowledge of the basic biological aspects of aging. Topics will include: developmental processes of aging; effects of aging on cardiovascular system; the brains of older people; age-related structural alterations in balance and hearing; effects on taste and smell; diseases and carcinogenesis among the aging. This course will not apply to a biology major. Intermittently.

BI 310. Evolution. (3)

Description of theories regarding processes by which life forms evolve; chemical evolution and origins of life; organismic evolution; population genetics and dynamics. 3 hours lecture per week. Prerequisites: BI 111, 211, and 212. II, odd years.

BI 312. Genetics. (4)

Principles of heredity; nature, transmission, and function of genetic material; and genetics of populations are studied. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111, 211, and 212; CH 216 or concurrently. II, even years.

BI 320. Immunology. (4)

The study of antigens, antibodies, complement, and humoral and cell-mediated immunities; immediate hypersensitivities, immune deficiencies, autoimmune diseases. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or 250; CH 216 or concurrently; BI 211 and 212 are recommended. I, odd years.

BI 322. Eukaryotic Parasitology. (4)

The salient characteristics of eukaryotes parasitic in humans; organisms covered will include protists, fungi, and metazoans. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 250 or BI 111, 211 and 212. II, intermittently.

BI 325. Pathological Physiology. (4)

A study of alterations of normal human physiology which are considered pathological. 4 hours lecture per week. Prerequisite: BI 220. II.

BI 330. Comparative Chordate Anatomy. (5)

A detailed study and comparison of body structure in representative chordates. Topics include a survey of chordate evolution and systematics, histological basis of gross anatomy, and relationships between structure and function. 3 hours lecture, 6 hours laboratory per week. Prerequisites: BI 111, 211, and 212. I, even years.

BI 340. General Physiology. (4)

An investigation into the physiochemical principles underlying plant and animal function. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111, 211, and 212. II, even years.

BI/CH 345. The Structure, Function, and Chemistry of Cells. (4)

A study of structure, function, and biochemistry at the cellular and subcellular level, including the biosynthesis and catabolism of fats. Also considered are the chemistry, replication, and transcription of nucleic acids and some topics dealing with recombinant DNA. Prerequisites: BI 111 and CH 216. II, odd years.

BI 350. Medical Microbiology. (4)

The salient characteristics of prokaryotes associated with diseases of people. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 250 or BI 111, 211, and 212. II, intermittently.

BI 360. Ecology. (4)

A detailed study of relationships between organisms and their environments. 3 hours lecture, 4 hours laboratory per week (some of the weekly meetings may be waived in lieu of required field trips to previously selected sites). Prerequisites: BI 111, 211, and 212. I, odd years.

BI 362, 363. Field Biology I, II. (3, 3)

Application of ecological research techniques on an extended field trip. 3 hours lecture per week, participation in the field trip is required. The field trip is equivalent to a laboratory experience. Prerequisites: BI 111, 211, 212; 360 is recommended. Intermittently.

BI 376. Biology of Amphibians. (2)

A survey of the systematics and natural history of amphibians. 1 hour lecture, 2 hours laboratory per week. Prerequisite: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 377. Biology of Reptiles. (2)

A survey of the systematics and natural history of reptiles. 1 hour lecture, 2 hours laboratory per week. Prerequisites: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 379. Mammalogy. (4)

A survey of the systematics and natural history of mammals. 2 hours lecture, 4 hours laboratory per week. Prerequisites: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 380. Special Topics. (1-4)

Selected topics courses determined at the discretion of the department. Topics may include: Embryology, Histology, Kinesiology, Plant Taxonomy, or General Nutrition. Prerequisite: permission of the instructor. Intermittently.

BI 390. Directed Studies in Biology. (1-2)

Discussion and analysis of current topics in biology. **Meets the Communication Intensive course requirement in the major.** Prerequisites: BI 111, 211, and 212 or permission of instructor. I.

BI 395. Biology Laboratory Teaching Assistant. (1)

A structured, supervised experience in which the student aids a faculty member in teaching the laboratory portion of a biology course. The course should be one that the student has completed and in which he/she performed well. The experience will provide an in-depth review of the material being taught and an introduction to teaching at the university level.

BI/CH/NS 495. Internship. (1-4)

A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student's ultimate career goals. The student will meet the intended learning outcomes for the experience. Students will be notified of their eligibility by their academic advisor.

BI 496. Biology Research. (1-6)

Requires completion of an individual student research project in the laboratory or field. Prerequisite: science major with 12 hours of 200 or 300 level biology courses or permission of instructor. Students may count up to 6 hours in research toward degree requirements. I, II, S.

BI/CH/NS 497. Research I. (1 or 2)

Individual student research on an advanced topic in the student's field, or on a laboratory or field project. Course topics includes the use and analysis of primary literature and the peer review process, investigative design, and research methods. This course is to be taken typically during the spring semester of the student's junior year. The nature of the Research I experience will be selected by the student in consultation with, and with permission granted by the Natural Science faculty. Prerequisite: Junior standing in Biology, Chemistry, Natural Science, or Premedicine. I, II.

BI/CH/NS 498. Research II. (1 or 2)

A continuation of a laboratory or field project begun in BI/CH/NS 497, Research I. Emphasis will be placed on data analysis and its interpretation. This course is required of any student interested in being considered for departmental honors. Prerequisites: completion of BI/CH/NS 497, Research I, with a "B" or better; Senior standing in Biology or Chemistry; recommendation of the Natural Science faculty.

BI/CH/NS 499. Research Colloquium and Seminar. (1)

Instruction in the various forms of oral and written scientific communication will be stressed. Speakers from within the Avila community, as well as guest speakers, will give presentations on topics in their fields of research and study. All students from BI/CH 495, BI/CH/NS 497 and/or 498 will prepare a written scientific paper and an oral presentation on their own topics of research or study. **Meets the**

Capstone course requirement in the Biology, Chemistry, Natural Science, and Pre-medicine majors. Prerequisite: Successful completion of BI/CH/NS 497 or 498.

Business Administration (BU)

The Division of Business provides students with professional knowledge and basic skills necessary to assume positions of administrative responsibility in a wide variety of areas. This is undertaken with an orientation toward the moral aspects and the consequences of one's actions. The division seeks to provide mechanisms and reinforcement for students to engage actively in meaningful experiences beyond the classroom setting.

MAJORS OFFERED:

Accounting
Business Administration
Finance
General Management
Information Science
International Business
Marketing
Paralegal (See Legal Studies)

A double major combining two of the above fields is not permitted.

The candidate for the Bachelor of Science in Business Administration degree must fulfill the requirements listed below. Prior to formal admission to the division, students should seek advice from their academic advisor.

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours BU/EC/AC/LG courses. Business courses that are cross-listed are counted against the 77 hour limit regardless of the division designation under which credit is granted.
2. Achievement of a minimum grade of "C" in all courses specifically required for the degree. Division majors who have attained 95 semester hours and have not successfully completed all 100 and 200 level division

courses may not enroll in further division courses until those courses have been completed with a "C" or better.

3. Completion of at least 12 hours of upper-division courses in the major at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the requirements of any of the majors in the division will have prior division approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated for upper-division credit. At admission, business law may be transferred from a two-year school to satisfy BU 305 Legal Aspects of Business I.
5. Completion of the final 30 hours at the university.
6. Successful completion of the Business Division Examination is required.
7. The candidate must fulfill all the University Core Curriculum requirements as stated earlier in this catalog.

The division specifically requires that the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communications, EN 111 Composition I, and an additional 3 hours of writing, EN 112 Composition II. All majors may meet the core math requirement by completing MA 115 Finite Mathematics, or a higher level mathematics course. All specifically required courses must be completed with a letter grade of "C" or better.

Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.

8. Completion of the following Business Core requirements: 42 semester hours.

AC 201 Principles of Accounting I
AC 202 Principles of Accounting II
BU 110 Understanding Computers
BU 305 Legal Aspects of Business I
BU 310 Marketing
BU 321 Management

- BU 322 Organizational Behavior and Development
- BU 330 Finance
- BU 340 Business Communications
- BU 499 Business Policy
- EC 201 Principles of Macroeconomics I
- EC 202 Principles of Microeconomics II
- EC 240 Statistical Analysis
- EC 241 Quantitative Analysis

9. Only one repeat of a required Business or Economics course by a division major or minor will be permitted.

10. In addition to the University Core Curriculum requirements and the Business Core requirements, students must satisfy requirements of one of the following majors:

Business Administration

The major is for students who are undecided about majoring in one of the areas of business listed below. It is also for those who wish a broader education in Business.

The Business Administration major is also available in an accelerated format for persons who have worked full time for at least three years or are 23 years of age. For additional information contact the **Avila Advantage Office**, 816-942-8400, Ext. 2480.

The requirements are: Twenty-one (21) hours of electives chosen from three of the areas of Accounting, Finance, Marketing, Economics, General Management, and Information Science. No fewer than six (6) nor more than nine (9) hours may be taken from the courses in any one area. The areas and courses are:

Finance and Economics

- BU 331 Investments
- BU 435 Financial Policy
- BU 437 International Finance
- EC 361 Money and Banking
- EC 382 International Economics

Accounting

- AC 250 Accounting Issues
- AC 350 Managerial Accounting
- AC 361 Intermediate Accounting I
- AC 362 Intermediate Accounting II
- AC 365 Accounting Information Systems

- AC 451 Tax Accounting I
- AC 452 Tax Accounting II

Marketing

- BU 312 Consumer Behavior
- BU 313 Promotion Strategy
- BU 314 Advertising Management
- BU 411 International Marketing
- BU 415 Marketing Policy
- BU 417 Marketing Research

Management

- BU 323 Personnel Management
- BU 326 Operations Management
- BU 345 Legal Aspects of Business II
OR
- BU 346 Employment Law
- BU 427 Procurement Management

Information Science

- CS 160 Visual Basic Programming
- CS 340 Database Management
- CS 350 Systems Analysis and Design
- CS 380 Advanced Special Topics

Finance

A total of eighteen (18) hours.

- AC 350 Managerial Accounting
- BU 331 Investments
- BU 435 Financial Policy
- BU 437 International Finance
- EC 312 Intermediate Microeconomics
- EC 361 Money and Banking

General Management

A total of eighteen (18) hours.

- AC 350 Managerial Accounting
- BU 323 Personnel Management
- BU 326 Operations Management
- BU 415 Marketing Policy
- BU 427 Procurement Management
- BU 435 Financial Policy

Information Science

A total of thirty (30) semester hours.

- AC 350 Managerial Accounting
- CS 120 Introduction to CS I Using C++
- CS 121 Introduction to CS II Using Visual C++
- CS 160 Visual Basic
- CS 310 Cobol Programming
- CS 315 Operating Systems
- CS 340 Database Management

CS 350 Systems Analysis and Design

Three (3) hours of computer science electives.

International Business

A total of thirty (36) semester hours.

- AC 350 Managerial Accounting
- BU 411 International Marketing
- BU 437 International Finance
- EC 382 International Economics

Twelve (12) hours of the same foreign language at the college level.

Twelve (12) hours beyond basic courses in a business functional area with approval of advisor.

Marketing

A total of eighteen (18) hours.

- BU 417 Marketing Research

Five (5) of the following:

- BU 312 Consumer Behavior
- BU 313 Promotion Strategy
- BU 316 Personal Selling
- BU 411 International Marketing
- BU 412 Services Marketing
- BU 415 Marketing Policy

Minor in Business Administration

21 credit hours from the following:

- AC 201 Principles of Accounting I
- BU 305 Legal Aspects of Business I
- BU 310 Marketing
- BU 321 Management

One upper division AC/BU/EC/LG 3 credit course.

Choose two of the following three courses:

- AC 202 Principles of Accounting II
- EC 201 Principles of Macroeconomics I
- EC 202 Principles of Microeconomics II

A minimum grade of "C" is required in courses required for a minor in Business Administration. Either MA 115 or MA 120 is a prerequisite to courses included in the minor in Business Administration.

At least 12 hours of courses numbered 300 or above in the minor must be completed at Avila University.

A minor in Business Administration is not permitted for AC/BU/LG majors.

Business Education

A Bachelor of Arts in Business Education is described under Education. It offers a major in Business and a minor in Secondary Education satisfying Missouri certification. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in business is also available. See Education section.

BUSINESS COURSES (BU)**BU/CS 110. Understanding Computers. (3)**

Social and ethical issues relating to computer use, operation of a computer, using a computer operating system, software applications such as word processing, spreadsheets and databases, e-mail and internet, utilization of computers to problem-solve and to access current information technologies, and other related topics. I, II, S.

BU 230. Personal Financial Management. (3)

This course is to provide students with the tools and techniques to enhance the decision-making process regarding personal financial management. The course will cover such topics as cash management, credit and budgeting, investments, taxes, insurance and financial planning. For non-business majors only. Prerequisite: Sophomore standing. I. CORE-II.

BU 305. Legal Aspects of Business I. (3)

The study of legal issues inherent to business operations such as contracts, intellectual property, torts, crimes and administrative regulation. I, II, S. CORE-II.

BU 310. Marketing. (3)

Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 201 or 202. I, II, S.

BU 312. Consumer Behavior. (3)

Analysis of internal factors influencing consumer behavior and identification of variables basic to the segmentation of consumer markets. Prerequisites: BU 310 (or concurrently) and PY 101. II.

BU 313. Promotion Strategy. (3)

Examination of the variables of the promotional mix (advertising, publicity, personal selling and sales promotion) and their role in marketing processes. Focus is on managing both interpersonal and mass communications, including positioning issues, message strategies and creative appeals; media evaluation, selection and placement; and the implementation of sales promotions. Prerequisite: BU 310. I.

BU 314. Advertising Management. (3)

Development, implementation, evaluation of an advertising program for an organization and analysis of advertising problems from the perspective of both the client firm and the advertising agency. Prerequisites: BU 310, 312 and 313.

BU 316. Personal Selling. (3)

Principles and methods of effective personal selling, customer analysis and methods of sales presentations, and planning and coordinating the sales function. Prerequisite: BU 310. II.

BU 321. Management. (3)

Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing I, II, S.

BU 322. Organizational Behavior and Development. (3)

The study of the structure, individual and group behavior, and development of organizations. Prerequisite: BU 321. I, II.

BU 323. Personnel Management. (3)

Study of human resource management as an integral function of an organization. Areas emphasized are employee influence and human resource flow. Prerequisite: BU 321. I.

BU 325. Labor-Management Relations. (3)

Basic labor-management relations history, development and applications. Prerequisite: BU 321. I.

BU 326. Operations Management. (3)

Analysis of the methods and techniques utilized in the operations areas of organizations including the production and manufacturing function. Prerequisites: BU 321 and EC 241. I.

BU 330. Finance. (3)

Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, 240 and MA 115 or 120. I, II, S.

BU 331. Investments. (3)

Analysis and evaluation of the major types of financial investments. Prerequisite: BU 330. II.

BU 340. Business Communications. (3)

Communications applicable to business, and to job-seekers. Emphasizes practical exercises in writing, speaking and listening skills. Includes a focus on ethical and intercultural considerations. **Meets the Communication Intensive course requirement in the major.** Prerequisites: EN 112 and CO 110. I, II.

BU 345. Legal Aspects of Business II. (3)

A continuation of Legal Aspects of Business I. Topics include Secured Transactions, Negotiable Instruments, Agency, Mortgages, Creditor Law & Liens, Anti-trust, Insurance, International Business Law, Administrative Law and Constitutional Law. Prerequisite: BU 305. II.

BU/LG 346. Employment Law. (3)

The study of state and federal statutory and case law that govern the employee/employer relationship. Prerequisite: BU 305. I, odd years.

BU/LG 347. International Business Law. (3)

A study of the principles, laws and organizations that impact the management of an international business transaction. The course will cover the law of international trade, licensing and investment and explore the roles played by legal, financial, accounting and management professionals in international business transactions. Prerequisite: BU 305 or equivalent.

BU 380. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

BU 411. International Marketing. (3)

A study of the special problems of businesses in analyzing the environment affecting selection, and development of international markets with

respect to the firm's resources and alternative foreign opportunities. Prerequisite: BU 310 or equivalent. I.

BU 412. Services Marketing. (3)

Analysis of the dynamic services sector in domestic and international markets. Focus is on strategy and application of marketing principles for managers of service firms. Prerequisite: BU 310. I.

BU 415. Marketing Policy. (3)

Case studies on the analysis of the development, execution, evaluation, and redirection of marketing programs. Prerequisite: BU 310. I.

BU 417. Marketing Research. (3)

The techniques and methods utilized in planning, executing, and reporting marketing research including research design, questionnaire construction, sampling, and data analysis topics. Prerequisites: BU 310 and EC 240. I.

BU 418. Physical Distribution Management. (3)

Design effective operation and coordination of integrated physical distribution systems for organizations serving geographically extended markets. Prerequisites: BU 310 and EC 241.

BU 427. Procurement Management. (3)

Study of materials management and analysis of the purchasing function. Prerequisites: BU 321 and EC 241. II.

BU 435. Financial Policy. (3)

Case studies of the theory and practice of capital budgeting, financial planning, asset management, and capital structure. Prerequisite: BU 330. I.

BU 437. International Finance. (3)

A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisite: BU 330.

BU 490. Directed Studies in Business. (1-6)

Study of an approved topic not parallel with the content of another course.

BU 495. Business Internship. (1-6)

Structured learning/work experience performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only. Opportunities also exist for the student to do their internship through the Washington Center in Washington, D.C.

BU 499. Business Policy. (3)

A capstone course that is designed to synthesize the student's learning through case study and computer simulation. **Meets the Capstone course requirement in the major.** Prerequisites: BU 310, 321 and 330. Senior standing required.

Business Education (BE)

The Bachelor of Arts in Business Education is designed for students who wish to become business teachers in grades 9-12. The major is aligned with both the state business content competencies for the beginning teacher and the state education and pedagogical requirements for a beginning teacher. Many opportunities for both theoretical and practical applications of business principles in the classroom setting are a part of this major. Students will have a broad knowledge of principles of accounting, economics, management, marketing, computer skills, business communication and moral and ethical decision making.

Major Criteria

A. Criteria for Admission to the Business Education Major.

1. Admission to the University.
2. Attainment of Missouri's basic education competency requirement which is attainment of a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE).

The C-BASE can be attempted a total of three times. In addition, the student must submit scores on either the Scholastic Aptitude Test (SAT) or the American Coll-

ege Test (ACT) if applicable. (See Teacher Education Handbook.)

3. Completion of at least sixty (60) semester hours of college work.
4. Completion of at least six (6) semester hours of professional education courses at Avila University.
5. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all college work.
6. A grade of "C" (2.0) or better in the following courses or their equivalents: Composition I, Composition II, Communication, and Finite Math or College Algebra.
7. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all business education courses with no grade below a "C" (2.0).
8. Favorable recommendation by the Education faculty of performance in activities for ED 185 Education Practicum including mentor and instructor evaluation.
9. Favorable written recommendation from an Avila Business Division faculty member.
10. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of Practicum supervisor, Avila faculty member in a division outside of education, and education faculty member(s) and background check.

B. Criteria for Completion of the Bachelor of Arts degree in Business Education.

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum GPA of 3.0 for all courses in the business education major and also a minimum grade of "C" (2.0) in all courses required for the major. A course

may be repeated once to improve the grade earned.

4. Successful completion of the Praxis Testing Program: The Specialty Exam is required for Missouri certification. If Kansas certification is desired, completion of the Professional Knowledge section of the Praxis is necessary.
5. Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.

BUSINESS EDUCATION COURSES.

AC 201. Principles of Accounting I. (3)

Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: Sophomore standing; MA 120 (Accounting majors) or MA 115 (all others). I.

BU/CS 110. Understanding Computers. (3)

Social and ethical issues relating to computer use, operation of a computer, using a computer operating system, software applications such as word processing, spreadsheets and databases, e-mail and internet, utilization of computers to problem-solve and to access current information technologies, and other related topics. I, II, S.

BU 230. Personal Financial Management. (3)

This course is to provide students with the tools and techniques to enhance the decision-making process regarding personal financial management. The course will cover such topics as cash management, credit and budgeting, investments, taxes, insurance and financial planning. Prerequisite: Sophomore standing. Level II. I.

BU 305. Legal Aspects of Business I. (3)

The study of legal issues inherent to business operations. I, II, S. CORE-II.

BU 310. Marketing. (3)

Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 201 or EC 202. I, II, S.

BU 321. Management. (3)

Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing I, II, S.

BU 345. Legal Aspects of Business II. (3)

A continuation of Legal Aspects of Business I. Topics include Secured Transactions, Negotiable Instruments, Agency, Mortgages, Creditor Law & Liens, Anti-trust, Insurance, International Business Law, Administrative Law and Constitutional Law. Prerequisite: BU 305. II.

CS 170. Web Page Design. (3)

This course will cover designing a web page. You will learn how to create a web page using HTML as well as making the page both eye-catching and functional. Information will also be provided on implementation of the page on the World Wide Web. Prerequisite: Computer skills with Windows and Microsoft Office Software. I.

CS/AR 271. Macintosh Desktop Publishing I. (3)

Desktop publication using Macintosh computers, and desktop publishing and graphic design software. Use of QuarkXpress as the primary software, and other illustration and photo-manipulation software in support. Basic graphic design concepts, such as readability, eye flow and sequence, page composition, and using type with images. Basics of technical considerations, including work with photographs and camera-ready production, purchasing printing, and papers. For non-Art majors.

EC 201. Principles of Macroeconomics. (3)

An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. CORE-II.

EC 202. Principles of Microeconomics. (3)

An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. I, II.

Note: Most education courses can be taken at the 500 level (graduate credit) by certification students only. See graduate section.

ED 185. Practicum. (3)

Elementary, Special Education, middle and secondary depending on major. Pre-service experience of six (6) full days in two different classrooms off-campus for a total of twelve (12) full days for the semester. Assisting in activities with mentor teachers serves as an early screening process for elementary, special education, middle and secondary prospective teachers. Course requires weekly on-campus meetings, course readings and reflective writing. This course is an important part of entry to the Education Department. It may be repeated one time. Developmental recommendations may be made as a result of this course. *Practicum can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

PY 220. Child and Adolescent Psychology. (3)

A study of the biological, cognitive, social and emotional development of children and adolescents. I, S, odd years.

ED/PY 225. Educational Psychology. (3)

An in-depth exploration of learning and motivation theory, cognitive, moral and psychosocial development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. II, S.

ED/PY 235. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to the various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally disturbed, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. II, S.

ED 245. Tests and Measurements. (3)

A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and com-

mon terminology related to educational measurement. Practice in developing and administering classroom tests and the study performance based assessment are provided as well as information regarding commonly used formal tests in school districts. I, S, odd years.

ED 287. Educational Foundations. (3)

Examination of American education including philosophical, historical and social foundations, teaching as a profession, recent innovations, diversity and critical issues. All levels of schooling are explored including elementary, middle school and secondary education. Prerequisites: Completion of one English composition course with a grade of "C" or better and sophomore status. I, II, S.

ED 315. General Methods and Observation in the Secondary School. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of the C-BASE, positive department recommendation upon completion of ED 185. *General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 366. Parent Conferencing for Secondary Teachers. (1)

Methods for communicating with parents of the high school student. Involvement of the family in the school community is stressed. I.

ED 375. Reading in the Content Areas. (3)

Selection and adaptation of materials and strategies to aid students with reading in the content areas; methods of teaching more effective comprehension and study skills in these subjects; techniques for dealing with the challenged reader. Prerequisite: ED 310, 312 or ED 315. I, S, even years.

ED 381. Health and Safety Issues in a School Setting. (1)

Presents an overview of health and safety issues specifically related to school settings. Students will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations.

Students will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher's role in dealing with these situations will be discussed. **Note:** Should be taken the semester before student teaching. CPR/First Aid certification must be current during student teaching. I, II, S.

ED 419. Behavior Management. (3)

Theories, techniques and current research concerning behavior management in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan. I, II.

ED 494. Student Teaching Seminar. (1)

Must be taken concurrently with ED 495 Student Teaching. The seminar is comprised of several campus meetings for the purposes of professional development, sharing of experiences, and compilation of the completed preservice portfolio. I, II.

ED 495. Student Teaching: Elementary, Special, Middle, Secondary. (7-9)

Pre-professional experience in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisory staff. By application four months in advance of registration date. **Meets the Capstone course requirement in the major.** Prerequisites: admittance to Education department, major and minor requirements completed. Attendance at required pre-student teaching meeting. Fee required. I, II.

Chemistry (CH)

The candidate for the Bachelor of Science degree in Chemistry must complete all the general degree requirements as stated earlier in this catalog.

Chemistry Outcomes

Upon completing the course requirement in Chemistry, each student should be able to:

- Demonstrate a working knowledge of the basic principles of analytical, inorganic, organic, and physical chemistry.
- Integrate chemical theory and practice to explain natural phenomena and solve problems.
- Discuss structure and properties of the elements and their compounds.
- Discuss the theoretical principles and practical operation of instrumentation for spectroscopy, separations and electrochemistry, and use these methods appropriately in laboratory work.
- Use the chemical literature effectively and efficiently.
- Utilize computer-based methodologies to retrieve archived information, plan and perform experiments, acquire and analyze data, and computationally model natural phenomena and processes.
- Practice safe use of chemicals by anticipating and responding to the hazards involved in their manipulation.
- Make accurate and precise quantitative measurements and qualitative observations.
- Plan and skillfully execute laboratory operations, involved in synthesis, purification, and characterization of organic and inorganic compounds.
- Interpret experimental results and draw reasonable conclusions, evaluating the reliability of quantitative results through statistical analysis.
- Keep complete records of laboratory work and communicate chemical knowledge through both oral and written reports.
- Demonstrate professional maturity in the form of intellectual curiosity, sound judgment, and the ability to work independently.
- Relate historical, practical, and humanistic aspects of chemistry.

The following courses in the Chemistry Major must be completed with a grade of "C" or better: CH 131, 137, 216, 217, 221, 321, 451, 452, 453, 497, 499 plus three hours of chemistry courses in the 300 or 400 series; CS 110; one course in computer science from the following list: CS 120, 160, 325 or 345; MA 251, 252, 253, 254; PH 231 and 232.

Computer competency will be demonstrated by successful completion of CS 110.

Chemistry Minor:

CH 131, 137 plus 12 additional credit hours in chemistry, at least four of which are at the 300 level or higher. CH 115 does not count toward the 12 additional hours.

Chemistry Secondary Education Certification:

See Natural Science.

Premedical Major:

See Premedicine Section.

Natural Science Major:

See Natural Science section.

Unified Science Education - Chemistry Endorsement:

See Natural Science section.

Medical Technology Program

See Biology section.

CHEMISTRY COURSES (CH).

CH 115. Molecules that Matter. (4)

An introductory course primarily for non-science students. The fundamental principles of chemistry will be studied, along with their application to current topics in chemistry (such as, for example, consumer chemistry, the environment, food, drugs). The importance of chemistry in an individual's personal and professional life will be highlighted. The student will develop an appreciation for how chemists approach and solve problems. No previous background in chemistry is required. I, II, S. CORE-II.

CH 131. General Chemistry I. (4)

The principal theories of modern chemistry. The topics studied will include atomic theory and structure, the periodic table, gases, reaction types, chemical compounds, stoichiometry, solutions, acids and bases, and chemical bonding. Corequisite: MA 120. I, II. CORE-II.

CH 137. General Chemistry II. (4)

A continuation of the principal theories of modern chemistry taught in CH 131. The topics studied will include thermodynamics, kinetics, chemical equilibrium, solubility, and selected descriptive chemistry. Prerequisites: CH 131, MA 120. II.

CH 180. Topics in Chemistry. (1)

Presentation and discussion of chemical topics. Each offering will be titled appropriately. A student may take any number of different topics. I, II, S.

CH 216. Organic Chemistry I. (5)

Principles, laws and theories governing structures and reactions of hydrocarbons and alcohols are presented. Stereochemistry and mechanisms of alkene reactions are also introduced. Prerequisite: CH 131. I.

CH 217. Organic Chemistry II. (5)

A continuation of the study of organic compounds began in CH 216. The principles and theories developed in CH 216 are applied to other common functional groups including alkyl halides and various classes of carbonyl compounds. Common spectroscopic methods are also presented. Prerequisite: CH 216. II.

CH 221. Quantitative Analysis. (5)

The theory and practice of the classical methods of chemical analysis including basic potentiometry and spectrophotometry. Laboratory emphasizes the performance of accurate quantitative measurement. Prerequisites: CH 137, MA 120. I, odd years.

CH 316. Organic Qualitative Analysis. (3)

Identification of organic compounds by physical and chemical methods and an introduction to the interpretation of IR, NMR, UV and Mass Spectra. Prerequisite: CH 217 or consent of instructor. II, alternate years.

CH 321. Instrumental Methods of Analysis. (5)

A study of the theoretical principles and practical operation of modern chemical instrumentation. Understanding is reinforced by performing chemical analysis using a variety of laboratory instruments. A critical comparison of methods is involved. Instruction will include the instrumentation for spectroscopy, separations, and computerized data acquisition and analysis. **Meets the Communication Intensive course requirement in the major.** Prerequisites: CH 221, PH 231, 232. II, alternate years.

CH 341. Biochemistry I. (4)

Introduction to the chemistry of life processes. The chemistry of amino acids, proteins and carbohydrates is examined in both theoretical and

laboratory settings and applied to biosynthesis and catabolism of carbohydrates through glycolysis, gluconeogenesis, the citric acid cycle and electron transport. **Meets the Communication Intensive course requirement in the major.** Prerequisite: CH 216. I.

CH/BI 345. The Structure, Function, and Chemistry of Cells. (4)

A study of structure, function, and biochemistry at the cellular and subcellular level, including the biosynthesis and catabolism of fats. Also considered are the chemistry, replication, and transcription of nucleic acids and some topics dealing with recombinant DNA. Prerequisites: BI 111 and CH 216. II, odd years.

CH 451. Physical Chemistry I. (3)

A quantitative description of the macroscopic behavior of substances and the molecular basis for this macroscopic behavior including the topics of thermodynamics and statistical mechanics. Prerequisites: CH 137; MA 253; PH 232. I, alternate years.

CH 452. Physical Chemistry II. (3)

A continuation of CH 451 emphasizing the topics of chemical kinetics and quantum mechanics. Prerequisites: CH 451; MA 254. II, alternate years.

CH 453. Physical Chemistry Lab. (2)

Introduction to experimental techniques used in physical chemistry. Experiments illustrating the material presented in CH 451 and CH 452 will be carried out. Prerequisites: PH 231, 232; CH 221, 451, 452 or concurrently. I, II, alternate years.

CH 480. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

CH/BI/NS 495. Internship. (1-4)

A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student's ultimate career goals. The student will meet the intended learning outcomes on what is learned throughout the experience. Students will be notified of their eligibility by their academic advisor.

CH/BI/NS 497. Research I. (1or 2)

Individual student research on an advanced topic in the student's field, or on a laboratory or field project. Course topics include the use and analysis of primary literature and the peer review process, investigative design, and research methods. This course is to be taken typically during the spring semester of the student's junior year. The nature of the Research I experience will be selected by the student in consultation with, and with permission granted by the Natural Science faculty. Prerequisite: Junior standing in Biology, Chemistry, Natural Science, or Premedicine. I, II.

CH/BI/NS 498. Research II. (1 or 2)

A continuation of a laboratory or field project begun in CH/BI/NS 497, Research I. Emphasis will be placed on data analysis and its interpretation. This course is required of any student interested in being considered for departmental honors. Prerequisites: Completion of CH/BI/NS 497, Research I, with a "B" or better; Senior standing in Biology, Chemistry, Natural Science, or Premedicine; recommendation of the Natural Science faculty. I.

CH/BI/NS 499. Research Colloquium and Seminar. (1)

Instruction in the various forms of oral and written scientific communication will be stressed. Speakers from within the Avila community, as well as guest speakers will give presentations on topics in their fields of research and study. All students from CH/BI 495, CH/BI/NS 497 and/or 498 will prepare a written scientific paper and an oral presentation on their own topics of research or study. **Meets the Capstone course requirement in the Biology, Chemistry, Natural Science, and Premedicine majors.** Prerequisite: Successful completion of CH/BI/NS 497 or 498. II.

tion courses and learning the use of technology across the field, students choose a concentration area to develop skills suited to their particular career interests. The program has audio and video production studios, and provides hands-on learning with both The Talon, an award-winning student newspaper, and the campus cable television station. Students must have a minimum grade of "C" for all Communication courses.

Major: Foundation courses: CO 125, 212 or 213 or 214, 223, 225, 391, 415, 495, 499, and AR/CS 271. Each student selects either Media Production or Corporate Communication concentration as described below.

Students are required to demonstrate computer literacy throughout the communication curriculum which often requires the use of technology. Computer literacy requirements are met in AR/CS 271 and CO 225.

Media Production: Students interested in a career in broadcasting, video production, or in graduate study in mass communication, film studies, or broadcasting, are required, in addition to the foundation courses listed above, to complete the following:

Writing: CO 215 or 216, and 9 additional hours from CO 215 or 216, 317, 319, EN 112, CO 381 Special Topics in Writing (no more than 3 hours may count toward the 9 hours) and CO 385/485 Journalism Practicum (no more than 3 hours toward the 9 hours).

Theory and Practice: CO 181 or 182, 223, 327, 425, 427, and 9 additional hours of communication elective. AR 221, AR 273, AR 275 and AR 322 may be used as communication electives. No more than 3 hours of CO 380, 3 hours of CO 385/485 TV Studio Practicum, and 3 hours of CO 384 may count toward the 9 hours.

Corporate Communication: Students interested in a career in public relations/advertising, in a corporate or non-profit organization, or in graduate study in communication studies or business, are required, in addition to the foundation courses listed above, to complete the following:

Writing: CO 317 and 9 additional hours from CO 215, 216, 319, CO 381 Special Topics in Writing (no more than 3 hours may count

Communication (CO)

The Communication program provides a broad base of theoretical and practical coursework in the communications industry. The candidate for the Bachelor of Arts degree must fulfill all general degree requirements as stated earlier in this catalog. In addition to completing the founda-

toward the 9 hours) and CO 385/485 Journalism Practicum (no more than 3 hours toward the 9 hours).

Theory and Practice: CO 223 or 327, 235, 331, 435, 452, and 9 additional hours of communication electives. AR 221, AR 273, AR 275 and AR 322 may be used as communication electives. No more than 3 hours of CO 380, 3 hours of CO 385/485 TV Studio Practicum, and 3 hours of CO 384 may count toward the 9 hours.

Speech Education: A program in Speech/Theatre Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in speech is also available. See Education section.

Minor: CO 225, 6 hours from writing courses listed above, 6 hours from communications courses other than writing, and one of the following courses: CO 391, CO 427, or CO 435. The choices in the minor allow the student to follow different areas of interest, but the specific courses of study must be approved by a communication program advisor.

COMMUNICATION COURSES (CO).

CO 110. Fundamentals of Communication. (3)

Practical approach to developing effective communication skills. Interpersonal, small-group, and public communication skills addressed as well as principles of listening and critical thinking. I, II. CORE-I.

CO 125. Introduction to Journalism. (3)

Study of modern journalism with practice in effective writing style for the news media. Publication in campus newspaper is part of the course. Prerequisite: EN 111 or 112. I, II.

CO 181. Survey of Film I. (3)

History of American film as an art form and industry from the silent era through the studio age. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. I, odd years.

CO 182. Survey of Film II. (3)

History of American film as an art form and industry following the studio age to the present. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. I, even years.

CO 212. Conflict Resolution. (3)

This course focuses on various strategies for dealing with conflict in a positive manner. It is designed to help students develop the skills necessary to resolve conflicts and have successful outcomes. The skills of listening, assertion, problem solving and conflict management are emphasized. Prerequisite: CO 110. I, S. CORE-II.

CO 213. Presentational Speaking. (3)

An applied course aimed at developing a level of excellence in speech communication skills in business and professional settings. Students will be given opportunities to develop and refine their speaking skills and to use technology to present their ideas. This course is both theory and performance based, and students will make several presentations. Prerequisite: CO 110, II.

CO 214. Argumentation and Debate. (3)

An in-depth introduction to the principles of formal argumentation and competitive academic debate, and the application of such principles to real world situations. Special emphasis placed on the critical evaluation of both artistic and inartistic proofs, the recognition of logical fallacy in argument, and the use of a simplified version of Toulmin's model for argument construction in both policy and pre-policy controversies. Prerequisite: CO 110. I.

CO 215. Broadcast Newsreporting and Writing. (3)

Techniques of news and sports writing for broadcast journalism including interviewing, writing scripts, and producing. Students shoot and edit their scripts and produce a show for the campus television station. Prerequisites: CO 125 and CO 327. II.

CO 216. Corporate Script Writing. (3)

Techniques of writing promotional and corporate scripts with an emphasis on creative concepts. In addition to writing techniques, students plan, research, shoot and edit corporate

video productions working with real clients. Prerequisites: CO 125 and CO 327. I.

CO 223. TV Studio Production. (3)

An introduction to the theories and equipment of audio and video production in a studio environment with hands-on experience in studio lighting, studio camera operation, and directing. Opportunities to work on shows for ATV, the campus television station. I, II.

CO 225. Mass Media and Society. (3)

Examination of legal and ethical issues in mass media with emphasis on critical evaluation of the effects of media on society. Historical overview of communication media (newspaper, radio, television, film, magazine) including economic and technological developments. CORE-II. I, II.

CO 235. Principles of Advertising. (3)

Study of advertising from the agency perspective. Examination of the industry and its evolution nationally and internationally, including legal and ethical issues, creative process, evaluation criteria and use of media. I.

CO/AR 271. Macintosh Desktop Publishing. (3)

Macintosh desktop publishing and graphic design software with QuarkXpress as the primary software. Basic graphic design concepts, such as readability, eye flow and sequence, page composition, and using type with images. Basics of technical considerations including work with photographs and camera-ready production. I, II.

CO/AR 273. Macintosh Software: Photoshop. (3)

The study of Adobe Photoshop software, a bitmap-based application used for photo manipulation. Prerequisite: CO/AR 271.

CO/AR 275. Macintosh Software: Illustration. (3)

The study of Adobe Illustrator software, a vector-based graphics application.

CO 317. Promotional Writing. (3)

Strategies in promotional writing, including news releases and advertising copy. Prerequisite: CO 125. I.

CO 319. Feature Writing. (3)

Free-lance and staff feature writing for print media, with possible publication in The Talon and professional arenas. Prerequisite: CO 125. II.

CO 327. Basic Field Production. (3)

An introduction to the theories and equipment used in video and film production in a field environment with hands-on experience in lighting, portable camera operation, composition, and editing techniques. Emphasis is on individual projects to assure that each individual has competency in basic field production techniques. I, II.

CO 331. Public Relations Concepts. (3)

Nature and role of public relations, activities of professionals in the field, influences which affect organizational behavior, ethics, and the development of public relations professionals. II.

CO 380. Special Topics. (1-3)

Selected topics to be determined by the department. I, II.

CO 381. Special Topics in Writing. (1-3)

Selected topics in writing for communication industries, to be determined by the department.

CO/WS 383. Women and the Media. (3)

A critical/cultural approach will provide a framework for understanding how gender, class, and race issues influence the production, construction, and consumption of the media. I.

CO 384. Competitive Debate. (1)

Hands-on experience in academic debate and forensics. Students participate in practice sessions and travel to intercollegiate debate tournaments. Can be repeated for credit. I, II.

CO 385. Practicum in Journalism. (1)

Participatory experience in journalism through writing for the campus newspaper. Publication required. Prerequisite: CO 125. I, II.

CO 385. Practicum in Television. (1)

Participatory experience on campus TV station. Prerequisite: CO 223. I, II.

CO 391. Communication Theory. (3)

Nature of theory development and change, history of the discipline, important influences

upon contemporary communication theory, and individual exploration of specific theories. **Meets the Communication Intensive course requirement in the major.** Prerequisites: CO 212, or 213 or 214, and junior standing. I.

CO/TR 411. Media Production and Performance. (3)

Investigation of the influence of media on the actor's performance and study of production styles within an audio and video context. Examination of script, blocking for video and working with actors, directors and production crew. Participation in script adaptation, pre-production planning, actual production, and post-production editing and evaluation. Prerequisite: departmental approval.

CO 415. Team Leadership. (3)

Examination of ideas about leadership and theoretical perspectives in the study of leadership. The course bridges theory with practice by identifying and applying the competencies of leadership and educating students for leadership roles in the communication field. Prerequisite: CO 110. II.

CO 425. Intermediate Production. (3)

An integration of studio and field production skills with hands-on experience in both individual and team production projects. Opportunities to work with real clients in creating scripts and editing final projects. Prerequisites: CO 223 and CO 327. I.

CO 427. Advanced Production. (3)

Production of film and video projects with emphasis on learning advanced techniques in lighting, digital editing, and sound mixing. Prerequisite: CO 425. II.

CO 435. Community Relations Practicum. (3)

Students work on advertising, public relations, and special events with the Community Relations Department to gain real world experience. Prerequisites: CO 235 and CO 331. I, II.

CO 452. Corporate Communication Seminar. (3)

Capstone course synthesizing public relations, advertising, sales concepts and organizational communication. Participation in group project work with community businesses and substantial writing of proposals, contracts and relevant

business correspondence. Prerequisites: CO 235, 331, and 317. II.

CO 485. Practicum in Journalism. (3)

Participatory experience in journalism through the campus newspaper. Publication required. Prerequisites: CO 125 and departmental approval. I, II.

CO 485. Practicum in Television. (3)

Participatory experience on the campus TV station. Prerequisites: CO 223 and departmental approval. I, II.

CO 490. Directed Studies. (3)

Under supervision of a member of the Communication faculty, the student proposes a topic, area, or project for investigation and study. Written agreement between student and faculty determines hours of credit. May be repeated up to six credit hours. Prerequisites: senior standing and departmental approval. I, II, S.

CO 495. Internship. (3)

Work experience in an outside organization in the student's concentration under supervision of a media professional. See Communication Chair for specific requirements. Prerequisites: junior standing and departmental approval. I, II, S.

CO 499. Senior Seminar. (3)

Colloquium setting for graduating seniors with emphasis on discussion of contemporary issues in student's area of concentration. Portfolio of work area required by end of seminar. **Meets the Capstone course requirement in the major.** Prerequisite: Senior standing. II.

Computer Science (CS)

The candidate for the Bachelor of Science degree in Computer Science must:

1. complete all general degree requirements as stated earlier in this catalog.
2. complete with a grade of "C" or better all Computer Science and Mathematics courses taken.
3. complete EN 112 with a grade of "C" or better.

4. complete CS 120, 121, 346, 355, 365, 480, 495, 499 plus 6 hours of computer courses in the 300 or 400 series.

5. complete MA 130 and 251.

6. complete BU 305, 321, and 322.

7. complete 15 additional semester hours, each course with a grade of "C" or better, in an emphasis listed below:

(a) Programming Emphasis: In addition to the foundation courses, students must complete 15 hours of programming courses approved by the advisor.

(b) Software Development: In addition to the foundation courses, students must complete CS 160 and 312 plus complete all requirements for an MCSD certificate.

(c) Networking: In addition to the foundation courses, students must complete CS 240 and complete all requirements for an MCSE + 1 or CNE certificate.

Students are strongly encouraged to complete additional mathematics courses; a math minor is also recommended.

Computer competency will be demonstrated by successful completion of CS 120 and CS 499.

Requirements for Computer Science Minor

CS 120, CS 121, CS 355, and 12 hours of Computer Science courses, 6 hours must be upper-division. (This minor is not open to majors in information science and computer science.)

COMPUTER SCIENCE COURSES (CS)

CS/BU 110. Understanding Computers. (3)

Social and ethical issues relating to computer use, operation of a computer, using a computer operating system, software application such as word processing, spreadsheets and databases, e-mail and internet, utilization of computers to problem-solve and to access current information technologies, and other related topics. I, II, S.

CS 120. Introduction to CS I Using C++. (4)

An introduction to the fundamental principles of computer science, with emphasis on problem solving techniques, data and procedural abstraction, and use of algorithmic thinking to understand, decompose and translate problem

descriptions into sound, machine-executable solutions. Includes formal lab work. I.

CS 121. Introduction to CS II W/Visual C++. (4)

Continued study of principles of computer science, structured programming, object oriented programming, and algorithmic languages. Elementary data structures, recursion, software engineering concepts, design, implementation, and maintenance of large programs. Includes formal lab work. Prerequisite: CS 120 or equivalent. II.

CS 160. Visual BASIC Programming. (3)

Fundamental concepts of computer science: problem definition, design of solution, coding, and the use of the Visual Basic Integrated Development Environment. Prerequisite: MA 95 or equivalent. I.

CS 165. Introduction to Java Programming. (3)

This will be an introductory programming class using the Java Programming language. The class will cover concepts of Object Orientation and how they are applied to the development of web based applets and stand-alone applications. The emphasis will be towards hands-on program development, testing and debugging of code. The role of the support libraries will be examined along with various Integrated Development Environments (IDEs). Prerequisite: CS 120.

CS 170. Web Page Design. (3)

This course will cover designing a web page. You will learn how to create a web page using HTML as well as making the page both eye-catching and functional. Information will also be provided on implementation of the page on the World Wide Web. Prerequisite: Computer skills with Windows and Microsoft Office Software. I.

CS 180. Special Topics. (1-3)

A study of specialized topics in computer science. May not meet requirements for Information Science or Computer Science/Mathematics majors. I, II, S.

CS 240. Introduction to Networking. (3)

This course provides the student with an understanding of the basic definitions and concepts of networking. Students also learn to identify the

key hardware components and protocol suites used in data networking, describe LAN/WAN interconnectivity services and equipment, and identify key emerging technologies and direction in the networking industry. Prerequisite: CS 120.

CS 255. Visual Java Programming. (3)

This class will focus on the use of advanced Java techniques including the Swing class libraries and Java Foundation classes. Emphasis will be placed on the use of individual Swing components and their integration into complete applications. A significant part of the course will be devoted to enhancing programming techniques and test and debugging skills. Prerequisite: CS 165.

CS 310. COBOL Programming. (4)

A comprehensive study of COBOL programming. Emphasis on the continued development of good programming style, techniques for debugging and testing, and documentation. Programming features include typical business data processing applications, file and table handling, sorting, merging, methods of handling and updating sequential, random, and indexed files. Prerequisite: One computer language or consent of instructor. II, even years.

CS 312. Advanced Visual Basic. (3)

This course will cover the advanced features of Visual Basic 6. Students will learn to fully utilize the Integrated Development Environment (IDE) while developing Windows API based programs. Emphasis will be placed on the use of Object Oriented principles and debugging techniques. The course will examine the use of visual Basic Scripting in support of Internet based applications. There will also be an introduction to Visual Basic for Applications (VBA) and how it may be used to enhance the functionality and control of the Microsoft Office applications. Prerequisite: CS 160.

CS 315. Operating Systems. (3)

Theory and practice of modern operating system design. Topics include processor scheduling and management, memory management techniques, file systems, virtual memory, I/O and secondary storage scheduling, deadlocks, and concurrency. Prerequisite: CS 121.

CS 318. Advanced Web Page Design. (3)

A continuation of Web Page Design using HTML programming to develop web pages with the following features: frames, forms (CGI scripts, selection lists, input boxes), simple JavaScript (variables, data, expressions, operators, functions, loops, conditional statements). Developing and managing JavaScript objects and events as well as applets will be explored. Prerequisite: CS 170 or consent of instructor. II.

CS 340. Database Management. (3)

A study of database management including: concepts and characteristics, planning organization, data structures, data models, conceptual design, physical design, administration, and implementation. Students will design a database. Prerequisite: one computer language. I, odd years.

CS 345. Computer Organization & Architecture. (3)

This course deals with the hardware software interface. Topics consist of computer performance, machine language, computer organization and structure, computer arithmetic, addressing techniques, program segmentation and linkage, the fundamentals of digital logic, the assembly and linking process, sequential interfacing, and parallel processors. Prerequisites: CS 121, MA 120. I, even years.

CS 346. Foundations of Computing (3)

This course demonstrates the logical and mathematical foundations of computer science and provides a context for this theory by using the ideas in some important applications, such as: models of computation (finite automata, nondeterminism, recursive functions, regular expressions); grammars and parsing (language syntax, context-free grammars, BNF, parsing); solvable and unsolvable problems (Turing machines, the halting problem, unsolvability); P and NP complexity classes (the classes P and NP, NP-complete problems and intractable problems, approximate, nonoptimal solutions to NP problems). **Meets the Communication Intensive course requirements in the major.** Prerequisites: MA 251, CS 345. I.

CS 350. Systems Analysis and Design. (3)

In-depth discussion of the methodology of designing and implementing computer-based business systems. The systems development life

cycle: breaking complex processes into phases and activities with specific products or objectives, including preliminary investigation, analysis, design, implementation, and evaluation. Case studies are used to emphasize points covered. Prerequisite: six hours of computer programming or consent of instructor. II, even years.

CS 355. Data Structures. (3)

The development and use of Abstract Data Types, such as lists, strings, tables, and trees, for storing and retrieving data. Other topics include searching and sorting algorithms and recursion. Prerequisite: CS 121.

CS 365. Program Language Systems. (3)

Description and analysis of key issues in the design, syntax, semantics, and implementation of programming languages, with examples from several high-level languages, illustrating important paradigms (functional, object-oriented, imperative, declarative). Prerequisite: CS 355. I.

CS 380. Advanced Special Topics. (1-3)

A study of advanced specialized topics in computer science. May not meet requirements for Information Science or Computer Science Majors. Prerequisites will vary.

CS 480. Practicum. (3)

Participatory computer experience working in one of several areas on campus. The working environment will be selected with the advisor's approval based on campus need and availability. Prerequisite: CS 355. I.

CS 490. Directed Study. (1-3)

In-depth study of an approved topic not covered in other computer science courses. Prerequisite: consent of instructor.

CS 495. Internship. (3)

Participatory computer experience working at a facility off-campus. The job and company will be determined by the student with the advisor's approval based on availability. Prerequisite: CS 355. II.

CS 499. Computer Science Capstone. (3)

Selected topics in advanced computer science. This course serves as a capstone experience for students with a major in Computer Science. Meets the Capstone course requirement in

the major. Prerequisites: CS 365 and senior standing. II.

Economics (EC)

A major in Economics is not offered.

Minor:

EC 201 Principles of Macroeconomics.

EC 202 Principles of Microeconomics.

EC 311 Intermediate Macroeconomics.

EC 312 Intermediate Microeconomics.

Six (6) additional hours of upper-division economics.

A minor in economics is not allowed for AC/BU/LG majors.

ECONOMICS COURSES (EC).

EC 195. Survey of Economics. (3)

A one semester course providing a general overview of the main concepts of both microeconomics and macroeconomics. For non-business majors only. CORE-II.

EC 201. Principles of Macroeconomics. (3)

An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. CORE-II.

EC 202. Principles of Microeconomics. (3)

An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. I, II.

EC 211. Concepts of Economics. (3)

An introduction to fundamental macroeconomic and microeconomic concepts which provide the background for economic analysis. Admission by placement exam only. Prerequisite: Sophomore standing recommended. (This course satisfies neither EC 201 nor EC 202. Both EC 201 and EC 202 may be substituted for EC 211.)

EC 240. Statistical Analysis. (3)

Introduction to basic statistical techniques for students in business and economics. Prerequisites: MA 115 or MA 120 and BU 110. I, II, S.

EC 241. Quantitative Analysis. (3)

An introduction to quantitative analysis techniques needed to apply models to actual situations in business and economics. Prerequisites: EC 201, 202, 240.

EC 311. Intermediate Macroeconomics. (3)

Expansion of principles of macroeconomic concepts, theories, and models. Prerequisite: EC 201, 202.

EC 312. Intermediate Microeconomics. (3)

Expansion of principles of microeconomic concepts, theories, and models. Prerequisites: EC 201, 202, 241 (or concurrent enrollment in 241). I, odd years.

EC 361. Money and Banking. (3)

Investigation of the money, credit, and banking structure and money's influence on the national economy and foreign exchange. Prerequisites: EC 201, 202.

EC 380. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

EC 382. International Economics. (3)

An introduction to the theory, structure and policies of international trade and international financial institutions. Prerequisites: EC 201, 202. Every 3rd semester.

EC 490. Directed Studies in Economics. (1-6)

Study of an approved topic not parallel with the content of another course.

EC 499. Economics Seminar. (1-3)

Study of contemporary economic issues. Prerequisite: Senior standing.

Education (ED)

PROGRAMS FOR TEACHER EDUCATION,
APPROVED BY THE STATE OF MISSOURI
ARE:

Elementary 1-6
Art Education K-12, 9-12
Biology Education 9-12
Business Education 9-12
Chemistry Education 9-12
English Education 9-12
General Science 9-12
Mathematics Education 9-12
Middle School 5-9
Social Studies (History) Education 9-12
Speech/Theatre Education 9-12
Special Education: K-12
 Mild/Moderate Cross Categorical
Unified Music (Vocal/Choral) K-12
Unified Science 9-12
 (Biology or Chemistry Endorsement must be specified)

Major Criteria

A. Criteria for Admission to the Division for the Education Major and the Secondary Education Minor.

1. Admission to the University.
2. Attainment of Missouri's basic education competency requirement which is attainment of a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE).

The C-BASE can be attempted a total of three times. In addition, the student must submit scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if applicable. (See Teacher Education Handbook.)

3. Completion of at least sixty (60) semester hours of college work.
4. Completion of at least twelve (12) semester hours of professional education courses at Avila University for elementary and special education students; six (6) hours for middle school and secondary education minors.

5. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all college work.
6. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all education courses with no grade below a "C" (2.0). Education courses may be repeated once to improve the earned grade.
7. A grade of "C" (2.0) or better in the following courses or their equivalents: Composition I, Composition II, Communication, and Finite Math or College Algebra.
8. Favorable recommendation by the education faculty of performance in activities for ED 185 Education Practicum including mentor and instructor evaluation.
9. Favorable written recommendation from an Avila faculty member in a department other than education.
10. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of practicum supervisor, Avila faculty member in department outside of education, and education faculty member(s) and background check.

B. Criteria for Completion of the Bachelor of Science degree in Education, Special Education, Middle School and the Secondary Education Minor.

Students completing a minor in Education must meet the computer competency for the major area.

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum GPA of 3.0 for all courses in major required for state certification and also a minimum grade of "C" (2.0) in all courses required for the major. A course may be repeated once to improve the grade earned.
4. Successful completion of the Praxis Testing Program: The Specialty Exam is required for Missouri certification. If Kansas certification is desired, completion of the Professional Knowledge section of the Praxis is necessary. **Information on student pass rates on the Praxis and/or NTE exams are available on the Avila Website at www.avila.edu.**
5. To fulfill the university core as well as to meet state certification requirements for Elementary, Middle and Special Education majors, the following courses should be completed:
 - a. **Humanities**
 - English Composition-6 hours
 - Communication-3 hours
 - Art, Music or Theatre elective-3 hours
 - Literature-3 hours
 - Philosophy and Religious Studies-9 hours (in two areas)
 - Total-24 hours in six areas
 - b. **Social and Behavioral Sciences**
 - American History course-3 hours
 - American Government course-3 hours
 - Economics elective-3 hours
 - Sociology-3 hours
 - World Geography-3 hours
 - Total-15 hours in five areas
 - c. **Natural Sciences and Mathematics**
 - College Algebra or Finite Mathematics-3 hours
 - Biological Science with lab-4 hours
 - Earth & Space Science-4 hours (Elementary and Special Ed. Only)
 - Physical Science with lab-4 hours
 - Total-15 hours in four areas
 - Middle School majors are also required to take an additional 3 hour math course.
 - d. **Concentration**
 - A 21-hour concentration of courses in a related content teaching field is required for Elementary and Special Education majors. A concentration in Humanities is automatically achieved by fulfilling the core requirements.
 - e. **Elementary Education and Special Education majors need the following courses in addition to the core:**

MA 305 - Geometry for Elementary Teachers-3 hours

MA 306 - Methods of Math for Elementary Teachers-3 hours

- f. In addition, all degree seeking students must have two Level III courses (one of which may fulfill a philosophy or religious studies requirement) and the Senior Level IV one hour experience.

To fulfill the university core as well as meet state certification requirements for the **Secondary Education minor**, the following courses should be completed:

Composition - 6 hours

Communication - 3 hours

Art or Music course - 3 hours

Literature - 3 hours

Philosophy and Religious Studies - 9 hours
(in two areas)

American history course - 3 hours

American government course - 3 hours

Sociology course - 3 hours

College level math course - 3 hours

Biological Science

Physical Science

(One of the science courses must have a laboratory component.)

In addition, all degree seeking students must have two Level III courses (one of which may fulfill a philosophy or religious studies requirement) and the Senior Level IV one hour experience.

6. Completion of the following education courses for the specific majors or minor is required in addition to the general degree requirements:

a. Elementary:

ED 185, 205, 212, 225, 230, 235, 245, 287, 310, 320, 327, 337, 340, 365, 370, 381, 385, 419, 494, 495 and PY 220. NO MINOR IS OFFERED.

b. Special Education: Mild/Moderate Cross Categorical:

ED 185, 205, 212, 225, 230, 235, 245, 287, 310, 320, 327, 337, 340, 353, 358, 361, 363, 365, 367, 370, 381, 385, 419, 494, 495, and PY 220. NO MINOR IS OFFERED.

c. Middle School Education:

Students preparing to teach at a middle school level (grades 5-9) complete both education courses and courses in the content areas. Avila University offers six different content **concentration** areas;

Business Education

Language Arts

Mathematics

Science

Social Studies

Speech/Drama

The middle school major must complete a minimum of one twenty-one hour concentration.

Because of the integrative nature of middle school teaching, students are encouraged to choose two concentrations from the areas above.

For the middle school major, the following education courses are required: ED 185, 235, 287, 312, 320, 327, 375, 381, 419, 454, 494, 495 and PY 220.

The courses required for each option in the content area are listed below:

Middle School Concentration Areas:

The courses required for each concentration area are listed below.

Business

AC 201, CS 110 or CS 271, EC 195 or EC 201, BU 305, BU 340, BU 310, BU 321 and ED 455, plus evidence of typing proficiency.

Language Arts

ED 230, ED/EN 377, EN 112, EN 271, EN 351, one of: EN 213, EN 231, EN 233 or EN 235, two of: EN 435, EN 436 or EN/WS 275.

Mathematics

MA 115, MA 120, MA 121, MA 155, MA 251, MA 305, MA 306, and an upper division Mathematics elective or computer technology course.

Science

NS 221 or NS 211, NS 250, NS 311, ED 340, one of: BI 110 or BI 111, one of: CH 115 or CH 131, one of: PH 117 or PH 231.

Social Studies

HI 111, HI 112, HI 121, HI 122, two 300 level electives in U.S. History, GG 101, and ED 455.

Speech/Drama

CO 110, CO 212, CO 225, CO 384, TR 223 or TR 324, TR 251, TR 271, TR 272, and ED 455.

d. Secondary Education:

No Major is offered.

Students preparing to teach on the secondary level major in the content area and minor in secondary education. This minor includes requirements for state teaching certificate.

Certificates to teach at the secondary level are offered in ART, BIOLOGY, BUSINESS, CHEMISTRY, ENGLISH, GENERAL SCIENCE, MATHEMATICS, SOCIAL STUDIES, SPEECH/THEATRE, UNIFIED SCIENCE, (BIOLOGY OR CHEMISTRY) and UNIFIED MUSIC-VOCAL/CHORAL.

For the Education Minor, the following courses are required: ED 185; ED 225 or PY 220, ED 235, 245, 287, 315, 366, 375, 381, 419, 455, 494 and 495.

Formal, approved admission to any Teacher Education Program is earned by successful completion of criteria outlined in the Teacher Education Handbook.

The student seeking teacher certification compiles a preprofessional portfolio as he/she progresses through the course of study. Part one of the portfolio is reviewed by the education advisor prior to acceptance for student teaching. Part two of the portfolio is reviewed as a final product by education faculty, and by an outside reviewer, following completion of student teaching.

The preprofessional portfolio is completed to demonstrate that students know and are able to perform successfully in ten different quality indicator areas. The portfolio is introduced in the first education classes and in ED 185 Practicum. It is the student's responsibility to organize and complete the portfolio as a part of his/her educational program at Avila University.

EDUCATION COURSES (ED).

Note: Most education courses can be taken at the 500 level (graduate credit) by certification students only. See Graduate Section.

ED 101. Strategies for Academic Success. (3)

Provides the basis necessary to help students achieve their academic potential in college-level courses in all fields. Major topics include organizational and analytical skills, reading comprehension, communication skills, vocabulary enrichment, research practices, effective study techniques, goal setting, assertiveness training, and time and stress management. I, II.

ED 185. Practicum. (3)

Elementary, Special Ed, middle and secondary depending on major. Pre-service experience of six (6) full days in two different classrooms off-campus for a total of twelve (12) full days for the semester. Assisting in activities with mentor teachers. Serves as an early screening process for elementary, special education, middle and secondary prospective teachers. Course requires weekly on-campus meetings, course readings and reflective writing. This course is an important part of entry to the Education Department. It may be repeated one time. Developmental recommendations may be made as a result of this course. *Practicum can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 205. Creative Activities. (3)

Activities presented and practiced to enrich and enhance teaching of academic subjects through the use of music, art and drama activities. It also serves to give the beginning teacher skills in building confidence and the ability to help children express themselves in a variety of creative ways. II, S.

ED 212. Health and Physical Education for Elementary Students. (3)

Integration of physical activity into the classroom setting. The role of physical education and the physical education teacher and how together they can improve children's physical fitness. Also integrates the teaching of health and physical fitness as part of lifelong wellness. I, S.

ED/PY 225. Educational Psychology. (3)

An in-depth exploration of learning and motivation theory, cognitive, moral and psychosocial development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. II, S.

ED 230. Children's Literature. (3)

Extensive reading of children's books; criteria for selection and evaluation of these books; relation of literature to the reading program and to children's needs, abilities, and interests and the integration of literature across the curriculum. I, S, even years.

ED/PY 235. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally disturbed, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. II, S.

ED 245. Tests and Measurements. (3)

A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing and administering classroom tests and the study of performance-based assessment are provided as well as information regarding commonly used formal tests in school districts. I, S, odd years.

ED 287. Educational Foundations. (3)

Examination of American education including philosophical, historical and social foundations, teaching as a profession, recent innovations, diversity and critical issues. All levels of schooling are explored including elementary, middle school and secondary education. Prerequisites: Completion of one English composition course with a grade of "C" or better and sophomore status. I, II, S.

ED 310. General Methods and Observation in the Elementary School. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional

domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of the C-BASE, positive department recommendation upon completion of ED 185. *General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 312. General Methods and Observation in the Middle School. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of the C-BASE, positive department recommendation upon completion of ED 185. *General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 315. General Methods and Observation in the Secondary School. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of the C-BASE, positive department recommendation upon completion of ED 185. *General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 320. Microcomputers in Education. (3)

Includes word processing and database activities, other forms of recordkeeping, an introduction to Hypercard, and other uses of computers in schools. I, II, S.

ED 327. Reading and the Language Arts. (5)

Students study the components of a comprehensive reading-language arts program including word recognition strategies, phonics, vocabulary instruction and all levels of comprehension. Objectives, strategies and theories of teaching reading and language arts in the elementary and

middle school classroom will be stressed. **Meets the Communication Intensive course requirement in the major.** For elementary and special education majors there is a co- or pre-requisite of ED 310. I, II.

ED 337. General Methods and Observations II. (3)

Different instructional models based on concept formation, inquiry and diversity. Theories and principles of pedagogy are discussed in general and applied specifically to the teaching of social studies in the elementary and middle school classroom. Application of classroom management theory is also examined. In addition, students are required to teach five economics lessons at a school site through Junior Achievement. Observations required. Pre-requisite: ED 310. I, II.

ED 340. Elementary/Middle School Science Methods. (2)

Methods for planning units of study in science. Experiments, cooperative group work and alternative ways of presenting material in the area of science. Co- or Pre-requisite: ED 310. II.

ED 353. Analysis and Characteristics: Cross Categorical. (4)

Exploration of the theories and characteristics of behavior disorders, learning disabilities, mental handicaps, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implication, identification procedures, and diagnosis procedures will be discussed. Observations required. Prerequisites: ED 235, 310, 327. I, even years.

ED 358. Methods and Curriculum: Cross Categorical. (4)

Selection of appropriate teaching methods and materials applicable for teaching children in cross-categorical settings will be the focus of study. Prerequisite: ED 353. II, odd years.

ED 361. Speech and Language Problems of Exceptional Children. (3)

Exploration of speech and language problems associated with exceptional children; normal speech and language development, indication for referral, and educational techniques. Prerequisite: ED 235. II, even years.

ED 363. Educational Assessment. (3)

An analysis and study of selected topics pertinent to the assessment of educational functioning. Emphasis will be on diagnostic assessment, both formal and informal, to aid in the diagnosis and treatment of learning problems occurring in special education settings, with the mainstreamed child, or with children needing individualized programming in regular classrooms. Students will administer and interpret several of the currently used assessment instruments. Fee required. II, odd years.

ED 365. Parent Conferencing for Elementary and Special Education Teachers (2)

Methods in the conferencing situation; emphasis on developing a partnership with parents of children and family-focused interactions. II.

ED 366. Parent Conferencing for Secondary Teachers. (1)

Methods for communicating with parents of the high school student. Involvement of the family in the school community is stressed. I.

ED 367. Transition/Career Education. (2)

Methods for helping the exceptional child successfully make the transition from school to competitive employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. Prerequisite: ED 235. I, odd years.

ED 370. Assessment and Remediation of Reading Problems. (3)

Selection of methods and materials designed to aid children with various problems in reading; emphasis upon typical problems; diagnostic teaching and remediation procedures. Taken concurrently with ED 385. Prerequisite: ED 327. I, II.

ED 375. Reading in the Content Areas. (3)

Selection and adaptation of materials and strategies to aid students with reading in the content areas; methods of teaching more effective comprehension and study skills in these subjects; techniques for dealing with the challenged reader. Prerequisite: ED 310, 312 or ED 315. I, S, even years.

ED/EN 377. Adolescent Literature. (1-3)

Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in

middle school and secondary classrooms. Primarily for middle school and secondary education students, but open to all students. Prerequisite: one lower level literature course. II.

ED 380. Special Topics. (1-3)

Specific topics relevant to the field of education will be analyzed. Each offering concerns a single contemporary issue. I, II, S.

ED 381. Health and Safety Issues in a School Setting. (1)

Presents an overview of health and safety issues specifically related to school settings. Students will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Students will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher's role in dealing with these situations will be discussed. **Note:** Should be taken the semester before student teaching. CPR/First aid certification must be current during student teaching. I, II, S.

ED 385. Reading Practicum. (2)

Supervised reading practicum with elementary student(s). Prerequisite: ED 327; taken concurrently with 370. I, II.

ED 390. Directed Study. (1-3)

Opportunity for the student to study a topic of interest in depth. Consent of instructor required. I, II, S.

ED 419. Behavior Management. (3)

Theories, techniques and current research concerning behavior management in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan. I, II.

ED 454. Middle School Teacher Skills/Knowledge/Attitudes. (3)

The knowledge, skills, and attitudes necessary to understand the basic organizational structure of the middle school and the necessary competencies to teach in an organization that stresses teamwork and collaboration. The course will provide simulated interdisciplinary team experiences, the opportunities to examine flexible

grouping arrangements, block scheduling, effective school components and incorporating advising into the total school program. Prerequisite: ED 289. II, odd years.

ED 455. Special Methods of Teaching Content Subjects. (2)

Methods and procedures special to the content areas of middle and secondary teaching. I, II.

ED 494. Student Teaching Seminar. (1)

Must be taken concurrently with ED 495 Student Teaching. The seminar is comprised of several campus meetings for the purposes of professional development, sharing of experiences, and compilation of the completed preservice portfolio. Corequisite: ED 495. I, II.

ED 495. Student Teaching: Elementary, Special, Middle, Secondary. (7-9)

Pre-professional experience in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisory staff. By application four months in advance of registration date. **Meets the Capstone course requirement in the major.** Prerequisites: admittance to Education department, major and minor requirements completed. Attendance at required pre-student teaching meeting. Fee required. Corequisite: ED 494. I, II.

ED 498. Independent Research. (1-3)

An arranged course, an investigation of a special research problem in an area not covered in regular courses. Open to seniors only. Consent of instructor required. I, II.

English (EN)

Major:

The candidate for the Bachelor of Arts degree in English must complete all the general degree requirements as stated earlier in this catalog and demonstrate competence through one year (6 credit hours) of college-level foreign language.

In addition, the candidate must complete the following Major requirement of 36 hours after EN 112 Composition II (or its equivalent) has been completed successfully:

- EN 351 Modern Grammar & Linguistics (3)
- EN 371 Shakespeare (3)
- EN 449 Introduction to Literary Criticism (3)
- EN 499 Senior Seminar (3)

Literature Emphasis

SIX HOURS OF AMERICAN LITERATURE

- EN 435 Nineteenth-Century American Literature (3)
- EN 436 Twentieth-Century American Literature (3)
- EN 380 or 480 Special Topics - American Topics Only (3)

SIX HOURS OF BRITISH LITERATURE

- EN 440 Nineteenth-Century British Literature (3)
- EN 441 Twentieth-Century British Literature (3)
- EN 380 or 480 Special Topics - British Topics Only (3)

SIX HOURS OF CULTURAL STUDIES

- EN 261 The Short Story (3)
- EN 263 The Novel (3)
- EN 271 African-American Literature (3)
- EN/WS 275 Women & Literature (3)
- EN 425 Studies in Ethnic Literature (3)

THREE HOURS OF ADVANCED WRITING

- EN 213 Advanced Composition (3)
- EN 231 Poetry Writing (3)
- EN 233 Fiction Writing (3)
- EN 235 Playwriting (3)
- EN 443 Advanced Creative Writing Workshop
- CO 215 Broadcast News Writing
- CO 216 Corporate Script Writing
- CO 319 Feature Writing

THREE HOURS OF ELECTIVES

Any English courses at the 200 level or above.

Writing Emphasis

THREE HOURS OF AMERICAN LITERATURE

THREE HOURS OF BRITISH LITERATURE

THREE HOURS OF CULTURAL STUDIES

FIFTEEN HOURS OF WRITING COURSES

FROM

- EN 213 Advanced Composition (3)
- EN 231 Poetry Writing (3)
- EN 233 Fiction Writing (3)
- EN 235 Playwriting (3)
- EN 443 Advanced Creative Writing Workshop (3)
- CO 215 Broadcast News Writing (3)

- CO 216 Corporate Script Writing (3)
- CO 319 Feature Writing (3)

Majors must earn a grade of "C" or above in all major courses.

Computer competency will be demonstrated by successful completion of CS 110 or its equivalent.

Student Teaching and Senior Seminar may not be taken at the same time.

Minor: 18 hours after completion of EN 112-Composition II (or its equivalent):

- EN 371 Shakespeare (3)
- THREE hours of American Literature
- THREE hours of British Literature
- THREE hours of Cultural Studies
- SIX hours of additional English courses, 200 or above.

At least nine (9) of the minor hours must be at the 310 level or above.

English Education: A program in English Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. One additional writing course is required and EN 361 History of the English Language is also required. A Middle School major with a concentration in language arts is also available. See Education section for Education requirements.

ENGLISH COURSES (EN).

EN 95. Introduction to Writing. (3)

Intensive review of grammar, correct usage, sentence structure, paragraph structure, punctuation and spelling, along with vocabulary development and essay structure. Written assignments discussed individually. Does not satisfy core requirements or count toward degree program. I, II.

EN 111. Composition I. (3)

Extensive practice in expository writing with emphasis on organization and methods of paragraph and essay development. Introduction to research writing. Practice in correct grammar and usage, punctuation, and spelling stressed as necessary for clear, effective written communication.

cation. Prerequisite: EN 95 with a grade of "C" or better or placement. I, II. CORE-I.

EN 112. Composition II. (3)

Continued practice in expository writing with emphasis on longer, well-developed essays. Stresses analytical thinking and development of a mature writing style. Grammar, usage, punctuation, and spelling reviewed as needed. Research paper. Prerequisite: EN 111. I, II. CORE-I.

EN 213. Advanced Composition. (3)

Advanced practice in techniques of writing. Recommended course for English majors who minor in Secondary Education. Prerequisite: EN 112.

EN 231. Poetry Writing. (3)

Techniques and practice in writing poetry. Topics include language, figures of speech, versification, analysis, etc. In-class analysis of all student work. Prerequisite: EN 111.

EN 233. Fiction Writing (3)

Techniques of writing fiction. Topics include language, point of view, characterization, plotting, dialogue, description, etc. In-class analysis of student work. Prerequisite: EN 111.

EN/TR 235. Playwriting. (3)

Basic technique of writing for the stage. Prerequisite: EN 111.

EN 261. The Short Story. (3)

Selected masters of the short story from Poe and Hawthorne to contemporary men and women writers, including various ethnic backgrounds – African Americans, Native American, Asian American – as well as writers from Europe, Latin America and Australia. The Short Story as a genre and the place of these writers in their culture and civilization will be emphasized. Prerequisite: EN 111. I, II. CORE-II.

EN 263. The Novel. (3)

Significant novels primarily from the 20th century, although earlier works may be included. Novels will represent a diversity of styles and cultures from around the world as well as American minorities, including such cultures as Latin American, Native American, Asian American, and African American. Focus on the novels' structure and patterns of meaning to develop understanding of diversity and awareness of others. Includes such authors as Toni

Morrison, Gloria Naylor, Isabel Allende, Amy Tan, and Louise Erdrich. Prerequisite: EN 111. II. CORE-II.

EN 271. African-American Literature. (3)

A survey of poetry, fiction, and non-fiction by nineteenth and twentieth-century African-Americans and other important world writers. Among the topics considered is the struggle of Black writers to articulate self and voice and pursue an owned aesthetic in an America that has often been hostile preferring racial stereotypes over real characterization. Authors include Toni Morrison, Ann Petry, Frederick Douglass, W. E. B. DuBois, Zora Neale Hurston, Langston Hughes, Ralph Ellison, Ntozake Shange and Chinua Achebe. Prerequisite: EN 111. II. CORE-II.

EN/WS 275. Women and Literature. (3)

An introduction to a wide range of women's experiences as represented in world literature. In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. Prerequisite: EN 111. I. CORE-II.

EN 351. Modern Grammar and Linguistics. (3)

With traditional grammar as a foundation, linguistic approaches to the study of language and usage. Includes semantics, syntax, phonology, morphology, and language variation (dialects). Prerequisite: EN 112. II.

EN 361. History of the English Language. (3)

Historical development of the English language from its beginnings to the present. Basic grammatical principles to deepen understanding of contemporary grammar. Prerequisite: EN 112.

EN 371. Shakespeare. (3)

Major plays of Shakespeare, including the comedies, histories, and great tragedies. Prerequisite: one lower-level literature course. II.

EN/ED 377. Adolescent Literature. (1-3)

Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary edu-

cation students, but open to all students. Prerequisite: one lower-level literature course. II.

EN 380. Special Topics. (1-3)

Selected topics to be determined by the department. Prerequisite: one lower-level literature course.

EN 425. Studies in Ethnic Literature. (3)

Variable content focusing on a particular Ethnic literature, such as Native American, Latin American, Asian, Jewish, or any other ethnic group in the world. In-depth study Prerequisite: one lower-level literature course.

EN 435. Nineteenth-Century American Literature. (3)

Surveys some of the principal literary movements of the Nineteenth Century in America and focuses attention on one or more of those movements: Romanticism, Realism, Naturalism. The course focuses on a variety of writers, many of whom are classics, but some of whom show the diversity of writers in this century when American literature came into its own. Includes such writers as Poe, Hawthorne, Thoreau, Emerson, Whitman, Dickinson, Melville, Twain, James, Chopin, among others. Prerequisite: one lower-level literature course.

EN 436. Twentieth-Century American Literature. (3)

This course focuses on a variety of writers of the twentieth century. While some have become classics, others demonstrate the diversity of a century characterized by voices struggling to be heard. It will include poetic as well as prose voices illustrating varying points of view. The course includes Faulkner, Hemingway, Cather, Silko, Morrison, Ransom, Frost, and Williams. Prerequisite: one lower-level literature course.

EN 440. Nineteenth-Century British Literature. (3)

Major works from the Romantic and Victorian Periods. Includes Austen, Blake, Wordsworth, Coleridge, Byron, Percy Bysshe and Mary Shelley, Keats, Charlotte Bronte, Dickens, George Eliot and Hardy. Prerequisite: one lower-level literature course.

EN 441. Twentieth-Century British Literature. (3)

Poetry, drama and novels representing the Modern and Postmodern Periods. Includes

James Joyce, Virginia Woolf, Harold Pinter, Caryl Churchill, Martin Amis, Jeanette Winterson, Peter Carey and Nadine Gordimer, among others. Prerequisite: one lower-level literature course.

EN 443. Advanced Creative Writing Workshop. (3)

A workshop for students who want a more in-depth writing experience in Poetry, Playwriting, or Fiction Writing. Depending on the genre that a student is focusing on, a student will be able to work toward completing either a manuscript of poetry, a full-length play, or a novella. The workshop critiques will be intense and technical. Prerequisite: one 200 level writing course in area of concentration.

EN 449. Introduction to Literary Criticism. (3)

Survey of the history of literary criticism, beginning with classical Greek thought and ending with post-structuralism. Focus on a specific literary work in relation to a wide range of analytical methods such as formalism, reader response, feminism, Marxism, New Historicism, and poststructuralism. **Meets the Communication Intensive course requirement in the major.** Prerequisite: One lower-level literature course.

EN 480. Special Topics. (1-3)

Selected topics to be determined by the department. Prerequisite: two literature courses.

EN 490. Directed Studies. (1-3)

Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: permission of department.

EN 499. Senior Seminar. (3)

Capstone course for English majors and minors involving a critical research project to be completed and presented before peers and faculty. Reading and discussion of major literary works and/or figures of world literature. **Meets the Capstone course requirement in the major.** Prerequisite: permission of instructor. I.

ESL Studies (EL)

No Major or Minor is offered.

There is more than one level for each language skill in English as a Second Language (ESL). Class placement is determined by tests administered in the Student Resource Center prior to each semester.

ESL COURSES (EL).

EL 41, 42. ESL – Grammar & Writing. (3)

Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, verb tenses, and articles. Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development. Emphasis on writing needed in a university/college level setting. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II, S.

EL 51, 52. ESL – Speaking, Listening & Reading. (3)

Practice and development of fluency and pronunciation skills through pair and group work as well as listening exercises. Reading development through vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on English needed to function in a university/college classroom. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II, S.

EL 61, 62, 63. ESL – Speaking and Listening. (3)

Practice and development of fluency, vocabulary, and pronunciation skills through pair and group work as well as listening exercises. Common idioms and slang used in United States society. Emphasis on English needed to function in a university/college classroom. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 71, 72, 73. ESL – Reading and Vocabulary. (3)

Development of vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on material about United States culture as well as academic readings. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 81, 82. ESL – Grammar (Structure). (3)

Focus on grammar essential in speaking and writing such as sentence structure, clauses,

phrases, tense, and articles. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 91, 92, 93. ESL – Writing (Composition). (3)

Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development. Compositions of description, definition, narration, comparison/contrast, classification, analysis, and persuasion. Punctuation and grammar stressed as necessary. Major written assignments discussed individually. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

First-Year Seminar (FS)

No Major or Minor is offered.

FIRST-YEAR SEMINAR COURSES.

FS 101. First-Year Seminar. (1)

Community building is the focus for the first year university students in this course. Students will work collaboratively with a community partner to learn about and respond to a community need. Students in the course will also examine topics to help them be successful in college, such as cultural diversity, interpersonal relationships, time management, health and wellness, and others of the students' choosing. Topics will be explored through course discussions, inventories, workshops, journal writing, and other activities. Students will be required to complete at least 15 hours outside class with the community partner.

General Studies (LA)

The major in General Studies is multidisciplinary, offering the student a choice of two concentration areas: Humanities or Social/Behavioral Sciences. The major is designed for those students who have an interest in several disciplines.

Bachelor Degree

The candidate for the Bachelor of Arts degree in General Studies must complete all the general degree requirements as stated earlier in this catalog.

In addition to the general education core requirements, the following Major requirements must be completed.

Major:

LA 499 and completion of a concentration in Humanities or a concentration in Social/Behavioral Science.

Humanities Concentration:

Philosophy/Religious Studies: 12 hrs. PL 111, RS 117. 6 hrs upper division from PL or RS.

Art/Music/Theatre: 12 hrs. One course each from AR Level II, MU Level II, TR Level II, 3 hrs upper division in Art, Music or Theatre.

Foreign Language: 12 hrs (4 semesters). May be in two foreign languages.

History: 9 hrs. HI 111 and 112 or HI 121 and 122, 3 hrs upper division.

Communication: 9 hrs. CO 110, CO 225, 3 hrs upper division.

Writing: 6 hrs. EN 112, 213, 231, 233 or 235.

Literature: 9 hrs. 3 hrs of American Literature, 3 hrs of non-U.S. Literature, 3 hrs upper division.

Capstone: 3 hrs. LA 499, Seminar in General Studies.

Computer Competency: CS 110.

Social/Behavioral Sciences Concentration:

Core Requirements: LA 101; AN 121; AN/SO 122*; EC 195* or EC 201*; PS 120*; PY 101*; SO 101*; Statistics: one of the following (EC 240, MA 155, SO/PS 230) (3 credits).

*These courses will also satisfy general college core requirements in Level II, F and G.

Computer competency will be demonstrated by successful completion of CS 110, and SO 231.

Social/Behavioral Science Emphasis Areas:

Required: Select two from the six social/behavioral science areas listed below:

Anthropology: 18 hours including AN 121 (3), 122 (3), 221 (3-6), 451 (3), AN electives (3-6).

Economics: 18 hours. See advisor for specific requirements.

History: 18 hours including 9 hours in United States history (HI 321 or HI 322; HI 323 or HI 324; HI 325, HI 326, or HI/WS 311) and 9 hours in world history (HI 361 or HI 362; HI 363 or HI 364; HI 365 or HI 366).

Political Science: 18 hours including PS 120 (3), 231 or 332 (3), 340 (3), 341 (3), PS electives (6).

Psychology: 18 hours including PY 101 (3), 201 (3), 205 (3), 310 (3), 316 (3), PY elective (3).

Sociology: 18 hours including SO 101 (3), 316 (3) Institutions Area (3), Deviance Area (3), Diversity area (3), SO elective (3).

Note: If the sociology and the psychology emphasis areas are chosen, the course Social Psychology will only count for one area. Another elective will have to be chosen to fulfill the 18 hours required for each area of emphasis.

Three hours of the electives selected from the social/behavioral sciences emphasis areas listed above must be upper division and designated Communication Intensive.

All required major courses for the Social/Behavioral Sciences must be completed with a grade of "C" or better.

Major outcomes for the Social/Behavioral Sciences Concentration:

In addition to the above listed course requirements. General Studies majors with the social/behavioral science concentration will be expected to meet the following program outcomes.

(1) To develop an understanding of the scope, range and diversity of the social and behavioral sciences, and

(2) To apply the concepts, ideas and methods of these perspectives to various types of social phenomena, including everyday life.

GENERAL STUDIES COURSES (LA)**LA 101. Introduction to Social/Behavioral Science Thought. (3)**

This course examines the scope/range/diversity of the Social and Behavioral Sciences; the unique contributions of each discipline in understanding and researching human behavior and societal institutions; and the interrelationships between the disciplines. I.

LA 499. Seminar in General Studies. (3)

Integrative seminar for General Studies majors designed to allow students to integrate the perspectives gained in previous courses in their emphasis areas. **Meets the Capstone course requirement in the major.** Prerequisite: Senior Standing. General Studies majors Only. II.

Geography (GG)

No Major or Minor is offered.

GEOGRAPHY COURSE (GG).**GG 101. World Geography. (3)**

An introductory survey of the major geographical regions of the world. Emphasis on the interaction between humans and their environment and on the contrasts between developed and less developed regions. No prerequisite. I, II.

Gerontological Studies (GS)

Gerontological Studies is a multidisciplinary program offering to a student a variety of programming and credit options which prepare students to work with the elderly in a variety of settings.

There is no major offered in Gerontological Studies. A student may major in Sociology with an emphasis in Social Gerontology. A minor can be earned in conjunction with a degree (e.g. Social Work, Business, Psychology, Nursing, etc.) In addition, a "certificate" can be awarded. This certificate can be pursued by non-degree seeking students and degree seeking students.

Minor:

GS 302. (Aging, Individual, & Society); GS 302. (Biological Processes and Aging); GS 302. (Psychology of Aging) plus 10 hours of other GS courses with one course in each area required.

Certificate:

CERTIFICATE IN AGING STUDIES: A "certificate in aging studies" may be earned by students with 12-15 credit hours in gerontology.

Social Gerontology Emphasis: see Sociology Major.

Content Areas**Area I: Biological and Health Aspects of Aging.**

- GS 302. Biological Processes and Aging.(2)
- GS 302. Aging, Health and Illness.(1)
- GS 302. Health Care and Aging.(1)
- GS 302. Drugs and Drug Use Among Elderly.(1)
- GS 302. Nutrition and Aging.(1)

Area II: Social/Psychological/Humanistic Aspects of Aging.

- GS 302. Aging, Individual, & Society.(3)
- GS 302. Death and Dying.(1)
- GS 302. Ethical Issues of Aging.(1)
- GS 302. Psychology of Aging.(3)

Area III: Public Policy Issues.

- GS 302. Federal/State Programs for Older Adults.(1-3)
- GS 302. Crime and Aging.(1-3)

Area IV: Direct Services to Aged and Service Delivery.

- GS 302. Working with the Elderly.(1-4)
 - GS 302. Therapeutic Activities for Older Adults.(1-3)
 - GS 302. Long-Term Care Administration.(3)
- All credit courses can be taken for C.E.U.

GERONTOLOGY COURSES (GS).**GS/BI 302. Biological Processes and Aging. (2)**

The purpose of this course is to provide knowledge of the basic biological aspects of aging. Topics will include: developmental processes of aging; effects of aging on cardiovascular system; the brains of older people; age-related

structural alterations in balance and hearing; effects on taste and smell; diseases and carcinogenesis among the aging.

GS/PS 302. Long Term Care Administration. (3)

The primary objective of this course is to acquaint the participant with problems unique to the management of extended care facilities. Emphasis will be on practical design and development problems relating to the social, economic and legal dimensions of nursing home administration.

GS/PS 302. Federal/State Programs for Older Adults. (1-3)

An examination of federal and local social and financial programs available to the elderly. Topics include national health insurance, legal services, home health care, strategies for effecting legislative priorities.

GS/PY 302. Psychology of Aging. (3)

Study of the psychological changes and adjustments necessitated by aging. Changes in cognition, role and personality reflecting advancing age. Presentation of current theories and research on aging. II.

GS/PL 302. Death and Dying. (1)

Skills and knowledge to help people participate as informed, reflective adults in those life passages that deal with their own mortality and that of their fellow human beings.

GS/PL 302. Ethical Issues of Aging. (1)

Focus on the ethical issues related to aging in contemporary society.

GS/SO 302. Crime and Aging. (1-3)

The relationship between age and vulnerability to crime, age and fear of crime, and age and criminal behavior.

GS/SO 302. Aging, Individual & Society. (3)

Study of the sociological aspects of growing older to gain a better understanding of what aging is all about. Detailed look at social psychological problems associated with aging in American society.

GS/AN 302. Aging in Other Cultures. (1-3)

A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of

the aged, the aged and family life in various cultures, and the aged and work in different societies.

AGING AND HEALTH. (1-4).

GS/SO 302. Aging, Health and Illness. (1)

An examination of the relationship between social behavior and various diseases common among older people. Of particular interest will be topics such as stress, arthritis, diabetes, heart disease and cancer.

GS/SO 302. Health Care and Aging. (1)

This course will review the sociological/demographic literature concerning the experiences of the older person in times of illness. Topics include illness behavior, patient-practitioner relations and various health care problems of the elderly.

GS/SO 302. Drugs and Drug Usage Among the Elderly. (1)

This course examines the use and misuse of drugs in the elderly population with attention to age-related problems and their solution. The problems include drug-induced adverse reactions, non-compliance with a drug regimen, misinformation about drug therapy and abuse of prescription and nonprescription drugs.

GS/HE 302. Nutrition and the Aged. (1)

This course examines the nutritional status of older adults. Special attention will be placed on age-related nutrition problems, their causes and their solutions. Some of the nutrition-related problems include financial constraints, loss of teeth and loss of smell and taste.

THERAPEUTIC ACTIVITIES FOR THE AGED. (1-3).

GS 302. Therapeutic Uses of Art. (1)

This course examines the role of art in activity and treatment programs for the aged. Of particular emphasis will be various techniques to design effective programs for older people.

GS 302. Therapeutic Uses of Exercise and Movement. (1)

Examines the role of exercise and movement in activity and treatment programs for the aged. Of particular emphasis will be various techniques to design effective programs.

GS/TR 302. Therapeutic Uses of Drama. (1)

This course examines the role of drama in the activity and treatment programs for the aged. Of particular emphasis will be various techniques to design effective programs for older people that incorporate drama therapy.

WORKING WITH THE ELDERLY. (1-4)**GS/SW 302. Communication with the Aged. (1)**

Examines the aging process and the ability of individuals to adapt to it successfully from a communicative perspective. Included will be the examination of various relational life patterns as well as the impact of physical deterioration upon the ability to continue to communicate in daily life.

GS/SW 302. Group Processes and Techniques. (1)

An examination of group work processes with the aged in various settings and with various types of groups (recreational, social and psychotherapeutic), including leadership skills and techniques.

GS/SW 302. Counseling Older Adults and Families. (1)

A review of the basic intervention principles, skills, and techniques for improving the social functioning of the older adult. Emphasis will be placed upon the importance of including the family system in the provision of such services. Topics will include age-ism, sexual functioning, and the social and emotional effects of the aging process.

GS/SW 302. Working with the Dying Client and Family. (1)

An examination of professional self-awareness and intervention skills and techniques unique to the provision of services to the dying client. Emphasis is placed on total communication within the family system. Topics include: death and the life-span, stages of reaction to death, and hospice and supportive therapy.

GS/SW 302. Abuse and Neglect of the Aged. (1)

An examination of the nature and extent of aged abuse and neglect, provision of services to and techniques for working with the abused and their families, and legal safeguards for the aged.

GS/SW 302. Advocacy for the Aged. (1)

An examination of the needs for advocacy for the aged; targets of advocacy; the process of advocacy; and a review of successful advocacy on the local, state, and national levels.

GS/SW 302. Caretaker Issues. (1)

How social workers assist in decision making around issues of caring for the elderly at home or placing in a facility. The range of options and supportive services available; how the caretaker takes care of self.

Health (HE)

No Major or Minor offered.

HEALTH COURSES (HE)**HE 101. Introduction to Health Care Careers. (2)**

This introductory course will provide the student interested in a health care career an opportunity to explore a variety of career options and understand how health care professionals work together to meet health outcomes. Information will be shared about the characteristics of various health careers including necessary academic preparation, job responsibilities, employment potential and salary ranges. In addition, students will learn about current issues and trends in health care. I.

HE/NU 111. Nutrition. (3)

Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, pre-school child, adolescent, and adult. II.

HE 124. Medical Terminology I. (2)

A study of the terminology of diseases, operative reports, pathology, surgical instruments, diagnostic tests, drug groups, and abbreviations, with emphasis on word analysis and definitions. 2 hours lecture per week. Recommended prerequisite BI 220. II.

HE/GS 302. Nutrition and the Aged. (1)

This course examines the nutritional status of older adults. Special attention will be placed on age-related nutrition problems, their causes and their solutions. Some of the nutrition-related

problems include financial constraints, loss of teeth and loss of smell and taste.

History (HI)

Avila's history program emphasizes the acquisition of a breadth of historical knowledge and the research skills of historical scholarship that encompass the fields of United States and World history. The history curriculum incorporates multiple perspectives and methodological approaches to human history, thus capturing the experiences of the rich and poor, the powerful and oppressed in the past. A major in history prepares students for a variety of opportunities. Traditional professions for historians have been teaching in secondary schools, but other possibilities exist in historical preservation, archival work, and museum curatorship. The study of history has also been seen as an appropriate preparation for graduate study in law and information management/library studies.

Major in History (33 semester hours)

Candidates for the Bachelor of Arts degree in History must complete all the general degree requirements as stated in the university catalog. In addition, history majors must complete CS 110 Understanding Computers to fulfill the university's computer literacy requirement. Lastly, senior history majors must pass a departmental comprehensive examination in history (one section focusing on United States history, the other pertaining to World history).

The following history courses (33 hours) must be completed for the major:

- **Core Courses (12 hours)**
 - HI 111 and HI 112
 - HI 121 or HI 122
 - HI 499 Senior Thesis
- **United States History (9 hours)**
 - HI 321 or HI 322
 - HI 323 or HI 324
 - HI 325, HI 326 or HI/WS 311
- **World History (9 hours)**
 - HI 361 or HI 362
 - HI 363 or HI 364

- HI 365 or HI 366

- **Electives (3 hours)**

- Any upper-level United States history course (3 hours).

Major Program Outcomes

At the completion of the program, history majors are expected to be able to:

1. Identify major periods in United States and World history and characterize those periods according to economic structures and relationships, political structures and relationships, social structures and social values, religious structures and belief-systems, and the nature of trans-cultural and trans-national relationships.
2. Demonstrate understanding of the process, nature, and causes of continuity and change over time, weighing the effects of economic, political, socio-cultural, and ideological factors.
3. Demonstrate an understanding of the effects of race, gender, class, ethnicity, and religion on the experiences of ordinary and extraordinary people of the past.
4. Identify the major issues and interpretive models used by historians in their analysis of the past.
5. Produce an original piece of historical scholarship using both primary sources and the appropriate secondary literature.

Minor:

18 semester hours of which six must be in upper-division American history and six in upper-division European or world history.

It is possible to earn up to 30 semester hours of credit through testing and experiential credit. No credit earned in this manner may be used to satisfy the 30 hour residency rule at Avila University.

Social Studies Education

A program in Social Studies Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See Education section.

A Middle School major with a concentration in Social Science is also available.

HISTORY COURSES (HI)

HI 111. World Civilizations I. (3)

A survey of the history of human experience from 3500 B.C.E. to 1500 C.E. from a global perspective. **Communication Intensive Course. CORE-II.**

HI 112. World Civilizations II. (3)

A survey of the history of human experience since 1500 C.E. from a global perspective. **Communication Intensive Course. CORE-II.**

HI 121. The American Experience I. (3)

A survey of American social, political, and economic development to 1865, with emphasis on the experiences of European, Native, Hispanic, and African American populations. **Communication Intensive Course. CORE-II.**

HI 122. The American Experience II. (3)

A survey of United States history from 1865 to the present, with emphasis on the development of industrial society, the expanding U.S. role in world affairs, and the ways in which ordinary Americans responded to social, political, economic changes in that period. **Communication Intensive Course. CORE-II.**

HI 221. Kansas City History. (1-3)

Development of Kansas City from early frontier days through urbanization and modernization to the present. Emphasis on cultural heritage, contributions of minorities, and relationships between local and national history.

HI 222. Missouri History. (1-3)

Development of Missouri from early French, Spanish and American settlements to statehood, role as a gateway during the westward movement, border conflicts and Civil War era, and recent urban and industrial growth. Social and cultural aspects are included.

HI 223. Kansas City Museums/ Landmarks. (1-3)

Selected aspects of Kansas City history are examined in the context of particular museums and architectural landmarks.

HI 280. Topics in History. (1-3)

Study of specific historical problems, debates, or periods using current methodologies, selected on the basis of student/faculty interest.

HI 304. History Study Tour. (1-3)

On-site study of a region in the United States or foreign country. Preliminary lectures and readings prepare students for the off-campus experience, and an individual research project is required. Prerequisite: approval of instructor.

HI/WS 311. American Women in the Twentieth Century. (3)

An investigation of women's experiences as workers, family members, and citizens in twentieth-century America. We explore changing cultural images of women, examine the role of gender in structuring American society and compare the experiences of American women from a variety of class, race and ethnic groups. We also consider ways in which women's status and concerns in the United States differ from those of women in the non-Western world.

HI 312. African-American Frontiers. (3)

A survey of the African-American experience in America, the course examines the evolution of slavery and racism, the methods and movements of resistance, and the creation of African-American communities and cultures from the colonial period to the present. The course stresses the actions African-Americans took to shape both their own lives and the history of the United States.

HI 321. Revolutionary America, to 1815. (3)

From the emergence of English colonial communities to riots, rebellions and the War for Independence, the course examines the causes and consequences of revolution and the perils of nation-building.

HI 322. Life in the New Republic, 1815-1850. (3)

The course focuses on the experiences of ordinary Americans during an era of emerging nationhood, early industrialization, westward expansion, immigration, and religious and social reform, including the role of class, race, ethnicity, and gender in shaping those experiences. **Meets the Communication Intensive Course requirement in the major.**

HI 323. The Civil War Era, 1850 to 1877. (3)

Beginning with the impact of slavery upon black and white and slavery's role in bringing about disunion, the course examines the nature of the Civil War, the wartime experiences of the American people, and the war's consequences during Reconstruction. **Meets the Communication Intensive Course requirement in the major.**

HI 324. The Machine Age, 1877-1914. (3)

Exploring industrialization and urbanization, immigration, imperialism, and reform in the U.S., the course emphasizes how Americans adjusted to the opportunities and traumas of life in the modern age.

HI 325. The United States in War and Peace, 1914-1945. (3)

Covering the U.S. role in two world wars and its experience of prosperity and depression between the wars, the course emphasizes the dramatic social, economic, and political changes those crises helped to bring about.

HI 326. The United States Since 1945. (3)

With the emergence of the U.S. as a world power, the course examines the development of a Cold War at home and abroad, growth of the consumer society, conflicts over civil rights, feminism, and Vietnam, the rise of the New Right, and the challenges of a global economy. **Meets the Communication Intensive Course requirement in the major.**

HI 361. Ancient Mysteries. (3)

A comparative study of ancient civilizations since 3500 B.C.E. from a global perspective. Possible topics include Mesopotamia, ancient Egypt, the "Land of Kush" in Africa, classical Greece, the Roman Empire, Han China, India's Golden Age, and the Maya civilization of Mesoamerica. **Meets the Communication Intensive Course requirement in the major.**

HI 362. Conquest and Colonization. (3)

A comparative analysis of the concept of empire from the perspectives of both the conquering and conquered peoples in world history. Possible topics include empire-building in the ancient world, the Spanish conquest of the Americas, European imperialism in Africa, and decolonization in Gandhi's India. **Meets the Communication Intensive Course requirement in the major.**

HI 363. Nationalism and Tradition. (3)

An inquiry into the origins, problems, and consequences of Nationalism in modern world history. Possible topics include German nationalism, African nationalism, Arab nationalism, and ethnic violence in the former Yugoslavia. **Meets the Communication Intensive Course requirement in the major.**

HI 364. World Communism. (3)

An analysis of Communism in world history. Possible topics include Marx and the First International, Lenin and the Bolshevik Revolution, Stalin and the Great Terror, Mao's Cultural Revolution, and Cuba under Castro. **Meets the Communication Intensive Course requirement in the major.**

HI 365. The Era of World Wars. (3)

A study of the origins and consequences of world war in twentieth-century world history. Possible topics include the First World War, the Great Depression, the rise of Fascism, World War II, Decolonization, and the Cold War. **Meets the Communication Intensive Course requirement in the major.**

HI 366. Modern Germany. (3)

An investigation of modern German history since 1786. Topics include Bismarck and German unification, Kaiser Wilhelm II and the First World War, the Weimar Republic, Hitler and National Socialism, the division of Germany in 1945, and the fall of the Berlin Wall in 1989. **Meets the Communication Intensive Course requirement in the major.**

HI 380. Topics in History. (3)

Intensive study of specific historical problems, debates, or periods in United States or World history using current methodologies, selected on the basis of student/faculty interest.

HI 490. Directed Study in History. (I-3)

Directed study of a particular period or topic. Prerequisite: Instructor approval.

HI 496. Internship in History. (1-3)

Participation in the activities of a historical agency or in a public history research project, under supervision of a faculty member or supervisor designated by the faculty. Prerequisite: consent of advisor. Restricted to history majors.

HI 499. Senior Thesis. (3)

Directed study of a selected topic in history and completion of a substantial research and writing project. Restricted to majors in history. **Meets the Capstone course requirement in the major.** Prerequisite: senior status. I, II.

Interdisciplinary Studies (IS)

No Major or Minor is offered.

INTERDISCIPLINARY STUDIES COURSES (IS)

These courses are approved to meet the Level III-Applications and Integration requirements in the Core Curriculum. Completion of Level I and 15 hours of Level II coursework are prerequisites for each IS course.

IS/WS 310. Images and Realities of Women. (3)

This course will examine the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. Using history, psychology and feminist theory, students will examine a number of diverse and contradictory images of women found in literature, film, television and music. Students will relate these images to the realities of women's lived experiences. In addition, students will analyze the ways gender, as well as race, sexual identity and social class affect access to opportunity, power and resources. CORE-III.

IS/RS 311. Peace Studies. (3)

This course provides an interdisciplinary (religious studies, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on developing practical strategies for creating peace and living peacefully. CORE-II and CORE-III.

IS/PL 312. Bioethics. (3)

Interdisciplinary course which examines complex moral issues involving biology and medicine; course investigates controversial bioethical issues through several perspectives so that students will be able to (1) evaluate moral positions and (2) articulate their own value system

for ethical decision-making and behavior. Prerequisites: BI 110 or 111, or 211 or 212; PL 111 or 255. CORE-II and CORE-III.

IS 313. American Popular Culture: 1960's. (3)

An interdisciplinary course in American Popular Culture that draws from history, sociology, political science, and mass media to examine American life in the 1960s, and how significant events/movements/ideas/personalities were represented in popular culture of the time, particularly in American feature films, television, and popular music. CORE-III.

IS 314. Environmental Issues for the 1990's. (3)

This course examines issues involved with the relationships between plants, animals, and their environments, with a particular emphasis on the role of human societies. The underlying subtext of this course is the interplay of meeting environmental needs while addressing human desires. Among the specific issues are those associated with human population size and organization, biodiversity, resources and their management, cross-cultural perspectives on the environment, and the role of economy and politics in environmental issues. Prerequisites: one Level-II in Social/Behavioral Science and one Level-II in Natural Science. CORE-III.

IS 316. Sound and Light: Perspectives from Science and Art. (3)

This course provides the student with the requisite knowledge and skills to create sound and light designs. Students will learn the relevant physics of sound and light, how to use technology to produce and manipulate sound and light, the physiology and psychology of human perception, and principles of aesthetics and design. Students will participate in laboratory activities and individual or group design projects. CORE-III.

IS/RS 317. History of Christianity in Latin America. (3)

This course focuses the development of Christianity in Latin America through the lens of three distinct geographical regions and three time periods. Combining the disciplines of history and religious studies and using both methodologies, it focuses on the mutual influence that political circumstances and theological positions had on one another in the histori-

cal development of Latin America. CORE-II and CORE-III.

IS 318. The Mask. (3)

An interdisciplinary course on the research, generation and development, design and creation of a personal mask. The result, the mask, is less important than the process itself; instead, it is the vehicle for the study of the creative process common to art and theatre. CORE-III.

IS/RS/WS 319. Women, Religion and Community in the United States. (3)

This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the United States. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-II and CORE-III.

IS 320. The Holocaust in History and on Stage. (3)

An examination of the Holocaust (1933-1945) as interpreted by the disciplines of history and theatre, focusing on the challenges and limits of representation in dealing such an enormous and seemingly incomprehensible event in human history. CORE-III.

IS 321. Darwin and Literature. (3)

This course will introduce students to the ideas and implications of Darwin's work in the context of both nineteenth-century science and literature. Students will examine the circumstances which prevailed prior to Darwin's publications and the reception of his ideas by his peers. Course readings will include sections of *The Voyage of the Beagle*, *On the Origin of Species*, and *The Descent of Man*, and poetry and two novels. Students will analyze the impact of literature on Darwin's writing as well as the impact of Darwin's theories on literature. CORE III.

IS 322. Religion and Personality Development. (3)

This course will challenge students to learn theories of educational psychology and to apply these theories to systems of religious thought

and their authors. Students will demonstrate the ability to analyze theological systems in light of specific psychological and educational theories. CORE-III.

IS/WS 323. Eurowomen: A Dramatic History. (3)

This course will examine the role of women in European society from 1500 to the present from the disciplinary perspectives of history and theatre. Class members will be asked to contemplate the use of gender as a universal category of historical investigation and dramatic criticism. Focusing on the impact of European women, possible topics include: the Renaissance and Reformation, the Witchcraze, the Enlightenment, the French Revolution, the industrial revolution and the growth of consumerism, the "new woman," Feminism, the First World War, and World War II. Playwrights for analysis may include: Hrotswitha, Shakespeare, Ibsen, Strindberg, Kokoschka, and Kesselman. CORE-III.

IS 324. Autobiography Through History: Text and Context. (3)

Interdisciplinary study of selected autobiographies representing diverse nineteenth and twentieth century socio-cultural experiences in the United States (1) to increase student understanding of how race, class and gender shape and influence the lives of the authors; (2) to study key characteristics that define autobiography, history and literature as distinct discourses. CORE-III.

IS 325. Sects, Cults, Utopias. (3)

Interdisciplinary study using history and sociology to compare/contrast three groups: sects, which focus on religious issues; cults which are organized around a charismatic leader; utopias, which share a vision of an ideal lifestyle. Examines the attraction of these groups to individual and how groups reflect the larger society of which they are a part. CORE-III.

IS/RS 326. Shaping the American Dream. (3)

Interdisciplinary course which uses literature and religion to understand fundamental values which combine to form the culture of the US; central themes are the Puritan Ideal, the Social Gospel Movement, the Diverse face of US culture at the end of the second millennium. CORE-II and CORE-III.

IS 328. Creative Dramatics for Educating Children. (3)

This interdisciplinary course is designed to teach participants who are interested in working with children how to use creative drama as a tool for cognitive, social, and psychomotor development. Content will be approached from educational, therapeutic, and dramatic perspectives and give participants an opportunity to be trained in using creative dramatics as a learning tool. CORE-III.

IS/PL 329. On Location in Mexico: People and Philosophy. (3)

The course is divided into two distinct areas: philosophy and communication. Both academic and labor intensive, students critically examine the thought of a few twentieth century Mexican philosophers, articulate their own philosophy of life, and construct a home from start to finish for a pre-selected needy Mexican family. CORE-II and CORE-III.

IS 330. Machines. (3)

This course examines the rise of the machine in world history using the disciplines of physics and history. Exploring the links among science, society, and technology, the legacy of unbridled faith in machines will be traced with analysis of the Scientific Revolution, the Enlightenment, the Titanic, the concept of total war, and the development of the atomic bomb and the ballistic missile. CORE-III.

IS/WS 331. Women and Science. (3)

This course introduces students to the complex relationship between women and science, beginning with representative of female biology in Greek texts and in the writings of Bacon, Harvey and Hunter. Section two examines both general nineteenth and twentieth-century patterns and trends and the achievements of individual women scientists. Students analyze persistent barriers to women's participation and advancement and the methods employed to overcome such barriers. The course concludes with an analysis of the nature of objectivity in scientific procedure and the value and impact of feminist critiques. CORE-III.

IS 332. The Avant-Garde in Art and Experimental Film. (3)

This course is divided into two distinct areas, Communication (including Film Theory and

Production) and Art History. Students will examine the 20th Century avant-garde art movements to develop a better understanding of these art movements and discover why they were outside of the cultural mainstream. **Welcome non-majors. CORE-III.**

IS/WS 333 Gender Communication. (3)

A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. II. CORE-III.

IS/WS 334. Ancient Women. (3)

This course examines the role of women in ancient Egypt, Greece, and Rome from the perspectives of history and theatre. Using gender as a universal category of historical investigation and dramatic criticism, the images and realities of ancient women will be explored as reflected in plays on stage and in contemporary accounts. Possible topics include goddesses in Western mythology, women in ancient Egyptian society, women and early drama in ancient Greece and women during the Roman Empire. CORE-III.

IS 335. Plagues. (3)

A survey of plagues in European history since the Middle Ages using the disciplines of biology and history as interpretative guides. The biological origins, modern preventatives, contemporary efforts of disease control, and the social impact of plagues, such as the Black Death (bubonic plague), typhus, and Spanish influenza, will be explored in detail. CORE-III.

IS 336. Health and Health Care Issues for the New Millennium. (3)

This course examines issues involving the health behaviors, health status and health care of people in the United States from a variety of academic perspectives, with emphasis on the perspectives of nursing and the social/behavioral sciences. Some of the specific issues included in this course are: (1) the impact of health behaviors on health status and the health care system, (2) patterns of health status based on gender, age, race and income, (3) the cost of health care, (4) inequalities in access to health care, and (5)

alternative models of health care reform. CORE-III.

IS 337. Hawaiian Culture and Nature, A History of Invasions. (3)

Using a combination of a 10-day trip to Hawaii and classroom experiences at Avila both before and after the trip, this interdisciplinary course will examine the cultural and natural history of the Hawaiian Islands. While on the islands, students will engage in both biological and social research experiences. Students will study the biology and geology of both the islands and the surrounding coral sea environment. In addition, students will examine Hawaii's past, present and future, with an emphasis on the cultural diversity of its residents. CORE-III.

IS/PL 338. Knowing Reality. (3)

This course continues the search of philosophers and scientists who "know reality." Three questions are critically examined: 1) How do we know what we know? 2) What standards are used to judge "knowing?" 3) How is "knowing" related to "reality?" Student are encouraged to ponder anew the complexities and contradictions in "knowing reality" and to articulate their own view of what it means to know what is real. Prerequisites: one course in philosophy and one course in natural science. CORE II and CORE III.

IS 339. The Historical Development of Education in Senegal. (3)

This course traces the historical and political platforms that have shaped education in Senegal, West Africa, focusing on the impact of Islam, French colonization, and post independence practices on traditional education and in shaping contemporary educational policies. CORE-III.

IS 340. Mediation. (3)

An interdisciplinary course introducing students to the role of mediation in resolving disputes. Explores the social psychological basis for mediation, including conflict theory. Students develop practical mediation skills. Learning approach includes lectures, simulations, modeling, and practice mediations, in a variety of settings. Case studies and role plays will be used heavily. CORE-III.

IS 341. Environmental Modeling. (3)

Addressing environmental problems involves gathering data and determining specific mathematical equations which describe the data – a process known as environmental modeling. Environmental models help us to assess the impact of a problem and to predict its future consequences. In this course, students learn general principles of environmental science, and learn to construct environmental models using basic mathematical equations. Students integrate the disciplines of environmental science and mathematics as they develop specific mathematical models which describe the dispersion of pollutants in the environment, including ground water, air pollutants, and hazardous materials. Students work in teams with the aid of a computer. Field trips support an emphasis on local sites and applications. CORE-III.

IS 498. Senior Experience. (1)

The capstone course for the core curriculum designed for graduating seniors to address an issue of significance to society from various disciplinary perspectives. I, II. CORE-IV.

Legal Studies (LG)

A paralegal is a person, qualified through education, training or work experience, who is employed or retained by a lawyer, law office, governmental agency, or other entity in a capacity or function which involves the performance, under ultimate direction and supervision of an attorney, of specifically-delegated substantive legal work, which work for the most part, requires a sufficient knowledge of legal concepts that, absent such assistance, the attorney would perform the task.

The curriculum is designed to teach the fundamental skills and knowledge necessary to function as a paraprofessional in the legal field; to provide an understanding of the professional and ethical responsibilities of the paralegal; and teaches students to recognize and avoid the unauthorized practice of law.

The degree requirements for the Bachelor of Arts in Paralegal are listed below.

Paralegal Major

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of LG/AC/BU/EC courses. Business courses that are cross-listed are counted against the 77 hour limit.
2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.
3. Completion of at least 12 hours of upper-division courses in the major at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the Paralegal major will have prior departmental approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated for Paralegal upper-division credit.
5. Completion of the final 30 hours at the university.
6. The candidate must fulfill the University Core Curriculum requirements as stated earlier in this catalog.

The division specifically requires that the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communication, EN 111 Composition I, and an additional 3 hours of writing, EN 112 Composition II, and MA 115 Finite Mathematics, or a higher level Mathematics course. All specifically required courses must be completed with a letter grade of "C" or better.

Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.

7. Completion of the following Business Core requirements: 27 semester hours.

AC	201	Principles of Accounting I
EC	201	Principles of Macroeconomics I
BU	110	Understanding Computers
BU	305	Legal Aspects of Business I
BU	310	Marketing
BU	321	Management
or		

- | | | |
|-----------|-----|---|
| BU | 322 | Organizational Behavior and Development (see advisor) |
| BU | 340 | Business Communications |
| AC | 202 | Principles of Accounting II |
| or | | |
| EC | 202 | Principles of Microeconomics II |
| LG/BU | 347 | International Business Law |
8. Only one repeat of a required Paralegal, Accounting, Business, or Economics course by a Paralegal Major or Certificate Student will be permitted.
 9. In addition to the University Core Curriculum requirements and the business Core requirements listed above, students must satisfy the following Paralegal Specialty Courses.

Paralegal Specialty Courses

- | | | |
|----|-----|--|
| LG | 100 | Introduction to Paralegal Studies |
| LG | 232 | Introduction to Legal Research and Writing |
| LG | 340 | Formation and Structure of Business Entities |
| LG | 345 | Introduction to Litigation |
| LG | 350 | Wills, Trusts and Estates |
| LG | 380 | Paralegal Special Topics (3) |
| LG | 430 | Family Law |
| LG | 440 | Real Estate Law |
| LG | 495 | Paralegal Internship (1-2) |
| LG | 496 | Paralegal Internship Seminar (2) |
- Three (3) hours of an Upper Division Elective from LG/AC/BU/EC courses from a 4-year institution.

Certificate in Paralegal Studies

The certificate in Paralegal Studies program is a non-degree program designed to meet the needs of the student who already has a bachelor's degree in another field of study, or the student who does not wish to complete the Bachelor of Arts degree.

For the student who does not have a bachelor's degree, it is necessary to complete the following general education and paralegal specialty courses or their equivalent. All specifically required courses must be completed with a "C" or better.

General Education Courses

The following general education courses or their equivalent:

- BU 110 Understanding Computers
- CO 110 Fundamentals of Communication
- EC 201 Principles of Macroeconomics I
- EN 111 Composition I
- EN 112 Composition II
- PL 255 Ethics
- PY 101 General Psychology

One mathematics course (3), one natural science course (3), one elective course (3).

Paralegal Specialty Courses

- LG 100 Introduction to Paralegal Studies
 - LG 232 Introduction to Legal Research and Writing
 - LG 340 Formation and Structure of Business Entities
 - LG 345 Introduction to Litigation
 - LG 350 Wills, Trusts and Estates
 - LG 380 Paralegal Special Topics (3)
 - LG 430 Family Law
 - LG 440 Real Estate Law
 - LG 495 Paralegal Internship (1-2)
 - LG 496 Paralegal Internship Seminar (2)
- Three (3) hours of an Upper Division Elective from LG/AC/BU/EC courses from a 4-year institution.

The student who has a bachelor's degree is required to complete the **Paralegal Specialty Courses** listed above, or their equivalent.

LEGAL STUDIES COURSES (LG)

LG 100. Introduction to Paralegal Studies. (3)

Introduction to the law, the paralegal profession and the ethical role of paralegals and attorneys in legal processes and procedures. I.

LG/PS 232. Introduction to Legal Research and Writing. (3)

A hands-on experience with legal research sources, procedures, strategies and legal writing style. II.

LG 340. Formation and Structure of Business Entities. (3)

A study of the statutes and cases controlling the formation and operation of sole proprietorships, partnerships, and corporations. Students draft partnership and corporate documents. I, even years.

LG 345. Introduction to Litigation. (3)

The study of civil litigation processes, procedures, rules of evidence, and preparation of civil pleadings. I, odd years.

LG/BU 346. Employment Law. (3)

The study of state and federal statutory and case law that govern the employer/employee relationship. Prerequisite: BU 305. I, odd years.

LG/BU 347. International Business Law. (3)

A study of the principles, laws and organizations that impact the management of an international business transaction. The course will cover the law of international trade, licensing and investment and explore the roles played by legal, financial, accounting and management professionals in international business transaction. Prerequisite: BU 305 or equivalent.

LG 350. Wills, Trusts, and Estates. (3)

The study of the processes and rules used in the drafting of wills, trusts, and estate taxes and administration.

LG 380. Paralegal Special Topics. (1-3)

Selected topics to be determined at the discretion of the department. I, II.

LG 430. Family Law. (3)

The study of the Law of Marriage, Annulment, Dissolution, Adoption, Paternity, Prenuptial Agreements, Child Abuse, Domestic Violence, Child Custody and Support, and the role Legal Assistants play in the practice of Family Law. II.

LG 440. Real Estate Law. (3)

A study of the legal concerns and documents involved in the transfer of real estate. II, odd years.

LG 445. Litigation II. (3)

Study of Tort law and the preparation of civil litigation documents. Prerequisite: LG 345. II, even years.

LG 446. Environmental Law. (3)

A study of the laws enacted to protect the environment and the administrative and judicial processes used to enforce the laws. Prerequisite: LG 345 or BU 305, II, odd years.

LG 495. Paralegal Internship. (1-2)

The internship involves working as a paralegal in a law firm or other legal setting, 30 hours per one hour of credit. Maximum credit of 6 hours for any one student.

LG 496. Paralegal Internship Seminar. (2)

This is the Paralegal Capstone Course. This course is taken in conjunction with the Internship experience and includes the study of legal ethics, law office management and other Paralegal practice topics. **Meets the Capstone course requirement in the major.**

Mathematics (MA)

Mathematics is an art, a science, and a language. Encompassing the beauty of pattern and structure, the challenge of uncertainty and abstraction, and the excitement of solving problems, mathematics provides a foundation for much of modern human society.

Mathematics majors spend a considerable amount of time honing their ability to reason effectively and to write clearly. Employers value students who think logically and communicate effectively.

Many careers are available to mathematics majors. Some pursue a graduate degree or become teachers, and others choose among several professions. Possible fields include law, medicine, business, communication, actuarial science, academic or industrial research, consulting, writing, editing, computer science, statistics, and operations research.

Mathematics Outcomes:

The student majoring in mathematics should be able to:

1. acquire appropriate foundational mathematical skills;
2. read mathematics and communicate mathematical ideas orally and in writing;

3. solve problems from inside and outside mathematics;

4. use the connections among mathematical ideas;

5. understand the historical and cultural development of mathematical ideas;

6. grasp the meanings and implications of symbolism, abstraction, and mathematical systems;

7. read, understand, construct, and present proofs of mathematical theorems.

Requirements for the Mathematics Major

The candidate for the Bachelor of Arts degree in Mathematics must:

- (a) complete all general requirements for a bachelor's degree as stated earlier in this catalog;

- (b) complete with a grade of "C" or better all Mathematics, Computer Science, and Physics courses taken;

- (c) complete EN 112 with a grade of "C" or better;

- (d) complete two courses in the same foreign language, each with a grade of "C" or better;

- (e) complete MA 251, 252, 253, 254, 315, 320, 330, 370, 375, and 499, and six additional semester hours in mathematics courses numbered 310 or above, to be chosen with the approval of the major advisor;

- (f) complete two courses in computer science numbered 120 or above, to be chosen with the approval of the major advisor;

- (g) complete either (i) PH 231 and 232 or (ii) twelve semester hours in a field related to mathematics, each course with a grade of "C" or better, to be chosen with the approval of the major advisor or (iii) a minor in secondary education;

- (h) pass a comprehensive examination, administered by the Avila mathematics faculty prior to the completion of the junior year which is based on MA 251, 252, 253, and 254.

Students are strongly encouraged to complete additional mathematics, computer science, and physics courses.

Computer competency will be demonstrated by successful completion of the two required computer science courses and MA 499.

Requirements for the Mathematics Minor

MA 251, 252, 253, 254, 315, 320, and 370.

Mathematics Education

A certification program in Mathematics Education (grades 9-12) approved by the State of Missouri is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in mathematics is also available. See the Education section of this catalog.

Mathematics Area Policy on Statistics

A student cannot receive credit for MA 155 after having completed MA 360 with a grade of "C" or better.

MATHEMATICS COURSES (MA)**MA 95. Basic Algebra. (3)**

Sets, the real number system, solving problems posed in words, manipulation of algebraic expressions, absolute value of algebraic expressions, solving linear equations and inequalities, exponents and polynomials, rational expressions, radical expressions, an introduction to the Cartesian coordinate system, quadratic equations, functions, and other related topics. Does not satisfy core requirements or count toward degree program. I, II, S.

MA 115. Finite Mathematics. (3)

Probability, sequential counting principle, permutations and combinations; trees, Eulerian and Hamiltonian graphs; systems of equations, matrix algebra, and linear programming; and other related topics. (This course is intended for students who will not study calculus.) Prerequisite: Appropriate ACT or placement score, or MA 95 with a grade of "C" or better. I, II, S. CORE-I.

MA 120. College Algebra. (3)

Further work in solving problems posed in words and in solving algebraic equations and inequalities, functions and their graphs, inverse functions, properties of polynomial functions and their graphs, rational functions, exponential and logarithmic functions and their graphs, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: Appropriate ACT or placement score, or MA 95 with a grade of "C" or better. I, II, S. CORE-I.

MA 121. Trigonometry. (3)

Trigonometric functions and their graphs, trigonometric identities, inverse trigonometric functions, solving trigonometric equations, solving the general triangle, vectors, polar representation of complex numbers, powers and roots of complex numbers, some aspects of analytic geometry, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: MA 120 with a grade of "C" or better. II.

MA 130. Discrete Mathematics. (3)

Introduction to sets, relations, functions, logic, Boolean algebras, induction, combinatorics, sequences, recurrence relations, graph theory and bases. Prerequisite: Appropriate ACT or placement score, or MA 95 with a grade of "C" or better. I.

MA 155. Elementary Probability and Statistics. (3)

Introduction to basic principles of statistics, probability involving sampling, estimation, hypothesis testing, linear regression, correlations, and applications. (This course is intended for students whose major is not mathematics.) Prerequisite: MA 115 or MA 120 with a grade of "C" or better. II, odd years.

MA 170. Business Calculus. (3)

Limits, derivatives, and integrals with an emphasis on business applications. (This course is intended for students whose major is not mathematics or any natural science. It cannot be used as a substitute for MA 251.) Prerequisite: MA 120 with a grade of "C" or better.

MA 180. Topics in Mathematics. (1-3)

Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 115 or 120 with a grade of "C" or better, or consent of the instructor.

MA 251. Calculus and Analytic Geometry I. (4)

Functions and their graphs, limits of functions, continuity, slope and rate of change, derivatives, formulas and rules of differentiation and applications. Prerequisite: Appropriate ACT or placement score, or MA 121 with a grade of "C" or better. I. CORE-I.

MA 252. Calculus and Analytic Geometry II. (4)

Definite integrals and their applications, indefinite integrals, techniques of integration, indeterminate forms, improper integrals, numerical integration, and differential equations. Prerequisite: MA 251 with a grade of "C" or better. II.

MA 253. Calculus and Analytic Geometry III. (3)

Vectors in two and three dimensions, vector-valued functions and their derivatives, surfaces, and differential calculus of functions of two or more variables and applications. Prerequisite: MA 252 with a grade of "C" or better. I.

MA 254. Calculus and Analytic Geometry IV. (3)

Polar coordinates and complex numbers, polar and parametric equations, cylindrical and spherical coordinates, double and triple integrals and their applications, and sequences and series. Prerequisite: MA 253 with a grade of "C" or better. II.

MA 305. Geometry for Elementary and Middle School Teachers. (3)

Development of non-metric geometry of the plane and space; measurement of lengths and angles; simple closed curves and congruent and similar figures. These topics are treated with particular attention to the needs of elementary and middle school teachers. Prerequisites: ED 310 and MA 115 or equivalent course with a grade of "C" or better. I, II.

MA 306. Methods in Mathematics for Elementary and Middle School Teachers. (3)

Basic concepts and number processes with emphasis on mathematics and teaching methods appropriate to the needs of the elementary and middle school child. Prerequisites: ED 310 and MA 115 or equivalent course with a grade of "C" or better. I, II.

MA 310. Differential Equations. (3)

Differential equations of first order, separable equations, exact equations, and approximation to a solution; mathematical models; linear differential equations of second order, variation of parameters, series solutions, and Laplace transforms; systems of differential equations; qualitative theory of differential equations; applica-

tions; and other related topics. Prerequisite: MA 252 with a grade of "C" or better.

MA 315. Introduction to Advanced Mathematics. (3)

Introduction to formulating and writing proofs, logic, sets, relations, functions, mathematical induction, counting, graph theory, elementary number theory, and other related topics. Prerequisite: MA 252 with a grade of "C" or better. II, even years.

MA 320. Linear Algebra. (3)

Elementary theory and applications of matrices, vector spaces and linear transformations, determinants, eigenvalues, eigenvectors, and other related topics. Prerequisite: MA 254 with a grade of "C" or better. I, even years.

MA 325. Numerical Methods. (3)

Approximation and error analysis, methods of finding roots of nonlinear equations, methods of interpolation, numerical differentiation and integration, direct and iterative methods of solving systems of linear equations, and other related topics. Prerequisites: MA 252 and one course in computer programming, each with a grade of "C" or better.

MA 330. Mathematics and Its History. (3)

Important mathematical ideas, the people who developed them, and the history surrounding their development. **Meets the Communication Intensive course requirement in the major.** Prerequisites: MA 254 with a grade of "C" or better and either junior or senior standing, or consent of the instructor. II, even years.

MA 340. Modern Geometry. (3-4)

Finite geometries, transformations, Euclidean geometry of polygons and circles, constructions, inversion, projective geometry, non-Euclidean geometries, and other related topics. Prerequisite: MA 252 with a grade of "C" or better. I, odd years.

MA 350. Number Theory. (3)

Divisibility, prime numbers, congruences, diophantine equations, quadratic residues, partitions, number-theoretic functions, continued fractions, and other related topics. Prerequisite: MA 252 with a grade of "C" or better.

MA 360, 361. Mathematical Probability and Statistics I, II. (3, 3)

Organization and analysis of data, probability theory, discrete and continuous probability distributions of one or more random variables, functions of random variables, sampling distributions, the central limit theorem, theories of estimation, hypothesis testing, correlation, and other related topics. Prerequisite for MA 360: MA 252 with a grade of "C" or better. Prerequisite for MA 361: MA 360 with a grade of "C" or better. I, odd years; II, even years.

MA 370. Abstract Algebra. (3)

Elementary theory of rings, integral domains, fields, and groups; applications to other branches of mathematics; and other related topics. Prerequisite: MA 254 with a grade of "C" or better. II, odd years.

MA 375. Mathematical Analysis. (3)

Elementary theory of the real line, sequences, limits, continuity, differentiation, the Riemann integral, series, and other related topics. Prerequisite: MA 254 with a grade of "C" or better. I, even years.

MA 380. Topics in Mathematics. (1-3)

Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 254 with a grade of "C" or better, or consent of the instructor.

MA 499. Mathematics Seminar. (3)

Selected topics in advanced mathematics. This course serves as a capstone experience for students with a major in mathematics. **Meets the Capstone course requirement in the major.** Prerequisites: MA 254 with a grade of "C" or better and either junior or senior standing, or consent of the instructor. II, odd years.

Medical Technology Program (MT)

Avila University offers a Medical Technology Program. Students who are in this program take courses which lead to a B.S. degree in Biology and which meet the prerequisites to enter a national Accrediting Agency for Clinical

Laboratory Sciences (NAACLS) approved hospital site. Students apply directly to the hospital for acceptance into the clinical courses. These courses may be taken in the last year that the student is enrolled at Avila or after the student has graduated from the university.

MEDICAL TECHNOLOGY COURSES (MT)**MT 380. Special Topics in Clinical Laboratory Science. (1-3)**

A course designed to deal with a topic or area in clinical laboratory science which is not available in the regular course offerings. Topics and instructor to be listed in the semester course schedule. Prerequisite: Consent of instructor.

MT 451. Phlebotomy and Pathologic Anatomy. (1)

Principles, theory and techniques used in the area of blood collection. Students have the option to observe pathologic anatomy dissection.

MT 452. Method Development and Evaluation. (1)

Students will evaluate the accuracy and precision of the procedure performed. Prerequisite: Consent of instructor.

MT 453. Clinical Chemistry. (6)

Principles, theories, and techniques used in the study of human biochemistry and performance of analyses of body fluids.

MT 454. Clinical Microbiology. (8)

Protocols for the isolation, cultivation, and identification of pathogenic microorganisms. Techniques of distinguishing the indigenous microflora from those responsible for a pathological condition, drug susceptibility testing, specimen collection, safety precautions, surveillance, and quality control.

MT 455. Clinical Hematology. (4)

Principles, theories and analytical techniques of the hemopoietic system.

MT 456. Diagnostic Immunology. (3)

Principles and techniques of immunological analysis used in the diagnosis of disease. Fluorescent microscopy and immunoassay procedures are implemented.

MT 457. Immunohematology I. (3)

Principles, theories, and techniques of blood transfusions.

MT 458. Hemostasis. (1)

Principles, theories, and analytical techniques used in hemostasis and the coagulation phase of the hemopoietic system.

MT 459. Urinalysis. (1)

Principles, theories and techniques used in the analysis of the function of the kidney and its products.

MT 460. Immunohematology II. (1)

Principles, theories and techniques of blood transfusions at Community Blood Center.

MT 461. Medical Technology**Seminar I. (1)**

Seven section comprehensive examinations, the final written comprehensive examination, and a weekly case-study review over clinical laboratory principles, theories, techniques, and quality control practices covered in MT 451 through MT 460, MT 462 and MT 463. Comprehensive-ness and difficulty will increase throughout the year. Students will be required to present cases that have been approved by the Education Program Director.

MT 462. Medical Technology**Seminar II. (2)**

A three-week lecture series over clinical chemistry, clinical hematology, and hemostasis.

MT 463. Medical Technology**Seminar III. (2)**

This course presents and correlates clinical theories, principles, and analyses of case studies in a didactic setting including lecture/discussion sessions, city-wide seminars and pathology conferences. All clinical areas will be covered including management.

Music (MU)

Degrees offered:

Bachelor of Arts. (B.A.) Major: Music with choice of concentrations – Voice Performance or Piano Performance.

The candidate for the Bachelor of Arts in Music must complete all the general degree requirements as stated earlier in this catalog.

A program in Unified Music-Vocal/Choral K-12 certification, approved by the State of Missouri, is offered. Kansas certification may be completed concurrently. See Education section.

Major: MU 151 (8 hrs.), 271, 272, 373, 374, 377, 383, 384; 8 hours in applied Music; 5 hours in upper-division Music electives. Demonstrated competence through two semesters (6 hours) of the same foreign language at the college level.

Concentrations:

1. Piano: in addition to the Major requirements above, 231, 395, 457, 459, 498.
2. Voice: in addition to the Major requirements above, 291, 395, 477, 479, 498.

Music Education: MU 151 (8 hrs.), 271, 272, 291, 373, 374; 305, 357, 377, 383, 384, 395, 477; piano, 4 hours; voice, 8 hours.

For Bachelor of Fine Arts (B.F.A.) in Theatre with a concentration in Musical Theatre see THEATRE (TR)

Minor: MU 151 (4 hrs.), 271, 272, 383, 384, 4 hours in applied music.

Computer competency will be demonstrated by successful completion of CS 110.

MUSIC COURSES (MU)**MU 103. Music Fundamentals. (1)**

Introduction to the basic elements of music – note-reading, rhythm, and theory. Recommended as preparation for students with little or no music background. 1.

MU 107, 108. Introduction to Voice I, II. (1, 1)

Primarily for beginners who desire a knowledge of the technique of singing for voice improvement. No prerequisite.

MU 110. Music Appreciation. (3)

Survey of materials, forms, styles, and contexts to develop a broad understanding of Western classical music. Overview of Western musical

styles from the Middle Ages through the 20th Century. No prerequisite. I, II, S. CORE-II.

MU 111, 112, 211, 212. Voice. (1)

Technique of singing and its application to individual students. Repertoire as appropriate from standard and contemporary works in English, Italian, German, and French. Prerequisite: permission of instructor.

MU 115, 116, 215, 216. Piano. (1)

Bach, two and three-part inventions or equivalent; Haydn and Mozart sonatas; Romantic and Contemporary pieces. Prerequisite: permission of instructor.

MU 119. Beginning Guitar Class. (1)

Class in beginning guitar technique. Rhythm playing, single-string technique and introduction to classical literature. I.

MU 151. College Choir. (1)

Preparation for and participation in public performances of sacred and secular choral music. May be repeated for credit. I, II.

MU 220. Intermediate Guitar Class. (1)

More advanced technique and study of more advanced classical literature. Prerequisite: MU 119.

MU 231. Accompanying. (1)

Fundamentals of and practical experience in learning and performing accompaniments for singers and instrumentalists. May be repeated for credit.

MU 271, 272, 373, 374. Music Theory I, II, III, IV. (3-4)

Correlation of written and keyboard harmony, sight singing, and ear training. Lab component required. Prerequisite: MU 103, or permission of instructor.

MU 281. Classical Gold (Romanticism). (3)

Study of music from the death of J.S. Bach to the beginning of World War I, with masterworks recognized as Classic and Romantic styles. CORE-II.

MU 283. History of 20th-Century Music. (3)

Survey of the beginnings, history, and importance of 20th-century Western classical music, with an overview of American styles and jazz.

MU 291. Diction for Singers. (3)

Study of the sounds and intonation of Italian, German, and French as pertinent to lyric diction. Use of the International Phonetic Alphabet in developing and reading phonetic transcriptions of song texts.

MU 305. Music for the Elementary School. (2)

Procedures and techniques for teaching music in the elementary classroom. I, II, S.

MU 311, 312, 411, 412. Voice. (1-2)

Performance of songs and arias in English, Italian, German, and French. Emphasis on continuing development of vocal technique. Prerequisite: permission of instructor.

MU 315, 316, 415, 416. Piano. (1-2)

Advanced technical studies; Bach, the Well-Tempered Clavier or equivalent from the Romantic school; concertos, Contemporary pieces, and sonatas. Prerequisite: permission of instructor.

MU 357. Instrumental Methods. (3)

Study of orchestral instruments – winds, strings, brass, percussion – through practical experience in basic performance skills.

MU 375. Counterpoint. (3)

Analysis and writing for two, three, and four voices in the style of 18th-century counterpoint. Prerequisite: MU 374.

MU 377. Analytical Techniques. (3)

Study of structural materials used in composition, including melody, harmony, and form. Analysis of works from the 16th century through the contemporary period. Prerequisite: MU 374.

MU 380. Special Topics. (1-3)

Selected topics to be determined by the department.

MU 383, 384. Music History I, II. (3, 3)

Survey of the great movements in Western classical music through study of significant forms, correlation of historical events with corresponding periods of music, and understanding musical style, with application toward performance. **Meets the Communication Intensive course requirement in the major.**

MU 395. Fundamentals of Conducting. (3)

Fundamentals of conducting for voices and for instruments, with and without baton. Introduction of rehearsal procedures and techniques, with appropriate performance materials, style and interpretation.

MU 398. Junior Recital. (2)

Public performance (30 minutes minimum) for the music major in the junior year and recommended for the music minor in the senior year. Prerequisite: departmental approval.

MU 457. Piano Pedagogy. (3)

Principles and techniques for teaching piano; materials used in teaching and experience in practical teaching.

MU 459. Piano Literature. (3)

Important works written for piano from the 18th century to the present.

MU 477. Voice Pedagogy. (3)

Principles and techniques for teaching singing, through readings, class discussion and practical experience.

MU 479. Voice Literature. (3)

Survey of song literature in English, Italian, German and French, with emphasis on performance and stylistic characteristics.

MU 480. Special Topics. (1-3)

Selected topics to be determined by the department.

MU 490. Directed Studies. (3)

Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: permission of department.

MU 498. Senior Recital. (2)

Public performance (45 minutes minimum) for the applied music major in the senior year. **Meets the Capstone course requirement in the major.** Prerequisite: departmental approval.

Natural Science Outcomes:

Upon completing the course requirements in Natural Science, each student should be able to:

- Explain, apply, and synthesize the fundamental principles, laws, and theories that organize scientific knowledge in each of the three natural science domains: physical systems, earth and space systems, and life systems.
- Describe and use a variety of modes of scientific inquiry and reasoning.
- Analyze scientific data, and describe and predict scientific phenomena using basic mathematical methods and computer tools.
- Effectively design, carry out, and communicate the results of independent scientific research.
- Describe several historical and contemporary scientific events and analyze their relationship to intellectual history, and to our understanding of the human condition and our place in the universe.
- Describe and give examples to illustrate the nature and culture of science; in particular how science is a complex social activity, how scientific theories and concepts are formed, tested, validated, and accorded provisional acceptance, and how scientific theories and concepts are subject to refinement or replacement.
- Compare and contrast the domain, the assumptions, and the methods of natural science with those of other disciplines.
- Describe instances in which the scientific enterprise interfaces with technological, environmental, cultural, sociological, political, and ethical arenas, and analyze the question of the social responsibility of the scientist.

Major Requirements:

BI 111, 211, 212; CH 131, 137; MA 120 and 121 or MA 251; PH 231, 232; NS 211, 221*, 250*, 311, 497, 499.

*NS 231 may be substituted for NS 221 or 250 unless the student is seeking unified science certification.

Natural Science (NS)

The candidate for the Bachelor of Arts degree in Natural Science must complete all the general degree requirements as stated earlier in this catalog.

Computer competency will be demonstrated by successful completion of CS 110.

Twenty hours of Natural Science, Biology, or Chemistry courses, numbered in the 200 level or higher. Eight credits must be at the 310 level or higher.

Secondary Science Teaching Certification:

Students who wish to teach science in secondary school (9-12) must complete the following program approved by the state of Missouri:

Natural Science Major Requirements.

State Core Requirements: See Education Section.

Education/Psychology requirements: See Education section.

In addition, students must choose from one of the following certification programs:

Unified Science Certification - Biology Endorsement: Permits the student to teach all sciences at the introductory level as well as biology at the advanced level. Additional requirements are BI 220 or BI 330 and 340, BI 250, 310, 312, 345, 360; CH 216.

Unified Science Certification - Chemistry Endorsement: Permits the student to teach all sciences at the introductory level as well as chemistry at the advanced level. Additional requirements are CH 216, 221, 221, 321, 341, 451; MA 251, 252, 253.

Biology Certification: Permits the student to teach biology at all levels. Additional requirements are BI 310, 312, 345, 1 hour of BI elective; CH 216.

Chemistry Certification: Permits the student to teach chemistry at all levels. Additional requirements are CH 216, 221, 451 or 452, 3 hours of CH elective; MA 251, 252, 253.

General Science Certification: Permits the student to teach all sciences at the introductory level. No additional requirements.

Courses for certification programs may be applied toward the Natural Science major requirements.

A Middle School major with a concentration in sciences is also available. See Education section.

Minor:

PH 117 or PH 231, BI 110 or BI 111, CH 115 or CH 131, NS 211 and NS 311.

NATURAL SCIENCE COURSES (NS)

NS 101. Physical Science. (4)

Students develop basic conceptual models of physical and chemical phenomena in an activity-based collaborative environment. Topics include the nature of matter, static electricity and magnetism, waves and sound, motion and force, and the small particle model. Laboratory. Prerequisite: MA 95 with a grade of "C" or better, or higher placement. II, odd years. CORE-II.

NS 103. Earth and Space Science. (4)

The course focuses on the universe and the place of the earth within it: the rocks, minerals and fossils that make up the surface of the earth; and the processes which interact to shape the surface of the earth. II, even years. CORE-II.

NS 150. Fossils of Kansas City (1)

This course provides an introduction to common fossils of the Kansas City area south of the Missouri River. A field trip to collect fossils will be included, and the fossils will be identified by phylum or class. I, even years.

NS 180, 280. Topics in Natural Science. (1)

Presentation and discussion of topics in natural science. Each offering will be titled appropriately. A student may take any number of different topics. I, II, S.

NS 211. Environmental Science. (4)

A study of the basic principles of environmental science with an emphasis on the interaction of humans and the environment. Course topics will include ecology, population, energy, air, and water. 3 hours lecture and 2 hours laboratory per week. II, odd years. CORE-II.

NS 221. Physical Geology. (4)

A non-mathematical introduction to the study of the earth. Topics include minerals and rocks; dynamic internal processes including volcanism, earthquakes, plate tectonics, and mountain building; and surficial processes including ero-

sion by streams, glaciers, and wind. Laboratory instruction in identification and classification of common minerals and rocks; introduction to and interpretation of topographic and geologic maps. 3 hours lecture per week. Laboratory. II, even years. CORE-II.

NS 231. Descriptive Meteorology. (4)

Provides a basic understanding of the atmospheric environment at the introductory level. Scientific principles are applied to our understanding of the atmosphere and its processes. Topics for study include atmospheric composition, winds, clouds, moisture, weather systems, storms, weather prediction, and climate. The student receives an introduction to modern synoptic methods, including data collection, presentation, dissemination, interpretation, and application. Elementary forecasting techniques are discussed. The lab emphasizes the interpretation and use of real-time data, weather maps, charts and graphics; radar and satellite images; and computer forecasting and guidance. 3 hours lecture per week. Laboratory. Basic mathematical skills are required. II, odd years. CORE-II.

NS 250. Astronomy. (4)

An introduction to our past and present knowledge of the universe, the galaxies, the stars and the planets. A description of the natural laws and physical observations which are leading us to an understanding of our place in the cosmos. Laboratory. Co- or Prerequisite: MA 115 or MA 120. I, odd years. CORE-II.

NS 311. History and Appreciation of Natural Science. (3)

A critical analysis of selected historical and contemporary events in science and technology leading to an understanding of the scientific world view, the nature of scientific inquiry and the scientific enterprise, and how science and technology shapes and is shaped by our society. **Meets the Communication Intensive course requirement in the major.** Prerequisites: Biology, Chemistry, and Physics courses of at least 4 semester hours each. I, even years.

NS/BI/CH 495. Internship. (1-4)

A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student's ultimate career goals. The student will meet the intended learning outcomes on what is learned throughout the experience. Students

will be notified of their eligibility by their academic advisor.

NS/BI/CH 497. Research I. (1 or 2)

Individual student research on an advanced topic in the student's field, or on a laboratory or field project. Course topics include the use and analysis of primary literature and the peer review process, investigative design, and research methods. This course is to be taken typically during the spring semester of the student's junior year. The nature of the Research I experience will be selected by the student in consultation with, and with permission granted by, the Natural Science faculty. Prerequisite: Junior standing in Biology, Chemistry, Natural Science, or Premedicine. I, II.

NS/BI/CH 498. Research II. (1 or 2)

A continuation of a laboratory or field project begun in NS/BI/CH 497, Research I. Emphasis will be placed on data analysis and its interpretation. This course is required of any student interested in being considered for departmental honors. Prerequisites: Completion of NS/BI/CH 497, Research I, with a "B" or better; Senior standing in Biology, Chemistry, Natural Science or Premedicine; recommendation of the Natural Science faculty. I.

NS/BI/CH 499. Research Colloquium and Seminar. (1)

Instruction in the various forms of oral and written scientific communication will be stressed. Speakers from within the Avila community, as well as guest speakers, will give presentations on topics in their fields of research and study. All students from BI/CH/NS 495, NS/BI/CH 497 and/or 498 will prepare a written scientific paper and an oral presentation on their own topics of research or study. **Meets the Capstone course requirement in the Biology, Chemistry, Natural Science, and Premedicine majors.** Prerequisite: Successful completion of NS/BI/CH 497 or 498. II.

Nursing (NU)

The candidate for the Bachelor of Science in Nursing must complete all the general degree requirements.

Computer competency will be demonstrated by successful completion of CS 110.

Admission Information for the Division of Nursing

- Upon attainment of the sophomore status (or the academic year prior to entering the nursing major) written application by the student to the Division of Nursing is to be submitted no later than January 15th prior to the anticipated clinical semester. Applications submitted after this date will be considered on a space available basis.
- Completion of prerequisites to the major (listed below). Transfer prerequisite courses must be approved by the university and the Division of Nursing. Transfer courses in science and ethics courses taken more than ten years ago must be repeated.
- Applicant selection criteria will include:
 - a. number of credit hours taken at Avila University,
 - b. overall grade point average (GPA),
 - c. essay response,
 - d. patterns and trends in your academic history that indicate potential for success,
 - e. consideration of the applicant's potential to meet standards to apply for licensure.
- Avila freshman with a cumulative GPA of 3.5 and who meet all other admission criteria will be admitted to the nursing program.

Prerequisites for Nursing:

HUMANITIES

Composition (3) (EN 111 or above)
Fund. of Comm. (CO 110) (3)
Ethics (3)

SOCIAL & BEHAVIORAL SCIENCES

Sociology SO 101 (3)
or Anthropology AN 122 (3)
Psychology PY 101, 205 (6)
Quantitative Methods PY/SO 230 (3)
or Statistics MA 155 (3)

NATURAL SCIENCES AND MATH

General Chemistry I, CH 131 (4)
General Biology BI 111 (4)
Human Anatomy and Physiology BI 220 (6)

Finite Math MA 115 (3) or College Algebra
MA 120 (3)
Microbiology BI 250 (4)
Statistics MA 155 or
Quantitative Methods PY/SO 230 (3)

OTHER

Nutrition HE/NU 111 (3)
Economics EC 201 (3), EC 202 (3),
or EC 195 (3)

ADMISSION CRITERIA

- Minimum cumulative grade point average of 2.5.
- Obtain a "C" or above in all prerequisite courses. These courses may be repeated only once.
- Completion of prerequisite courses prior to beginning nursing courses.
- Complete application packet submitted to the division by the application deadline. Applications received after the deadline will be considered using the admission criteria on a space available basis.

Additional considerations given to the following:

- Number of credit hours taken at Avila University.
- Essay response.
- Academic history with patterns and trends indicating potential for academic success (e.g., successful completion of a full-time semester).
- Full-time, first-time freshmen with a cumulative GPA of 3.5 or above at the time of application to the nursing major will have admission granted provided that all other criteria for admission are met and all other additional considerations are satisfactory.
- The functional abilities required to be successful in the nursing program, with reasonable accommodation. (Contact the Coordinator of Disability Services for additional information.)
- Eligibility for licensure. Refer to the Nurse Practice Act in the state in which you anticipate licensure. In Missouri, refer to Sections 335.066 and 335.046 (www.ecodev.state.mo.us/pr/nursing).

ADMISSION INFORMATION

- The Avila University Division of Nursing is committed to non-discrimination and equal opportunity in its admission process.
- Written notification of acceptance of admission to the nursing major from the Division of Nursing is required.
- Junior students must have a current physical examination, a complete health history and meet immunization and other agency requirements *prior* to the beginning of and continuing throughout nursing clinical courses. Drug screening and criminal disclosure information may be included in these requirements.
- Junior and senior students must a) hold current certification in BCLS health care provider course; b) submit annual TB skin test results, and c) carry their own health insurance coverage while in the nursing major. A health insurance form must reflect company and coverage and be on file in the nursing office.

Leave of Absence

1. A student who is maintaining a grade of "C" in theory, and is earning a passing grade in the clinical component of courses within the nursing major at the time of the leave, may be granted a leave of absence for personal problems or health reasons. This leave is not to exceed one calendar year.
2. Students will be granted automatic readmission provided space is available. If changes in the curriculum have occurred students must complete the curriculum effective at the time of readmission.

Withdrawal/Dismissal

1. Students who do not achieve a "C" or "pass" in nursing courses (theory or clinical) may not progress and are dismissed from the nursing major.
2. Students who do not meet course objectives (e.g., not maintaining or obtaining a final grade of "C" or above) in the nursing major may be considered for readmission to the Division of Nursing a maximum of one time. Any subsequent failure to achieve a

"C", "pass" or withdraw from a nursing course while not maintaining a "C" or "pass" will result in dismissal from the Division of Nursing without consideration for readmission.

3. All courses in a given level must be completed before progressing to courses in the next level.

Re-admission to the Nursing Major:

1. Students requesting re-admission to the nursing major may obtain an application form from the Division of Nursing office. These forms must be submitted to the Chairperson of the Division of Nursing by January 15 for consideration the following fall semester or August 15 for those wishing to enter the following Spring.
2. Students who are readmitted must complete the same requirements for graduation as other members of the class to which they are readmitted.

Criteria for Completion of the Bachelor of Science in Nursing Degree

1. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.0.
2. Completion of the tests in the major as required.
3. Completion of the following nursing courses (52 hours) in addition to the prerequisite courses listed previously and the university core requirements:

NU 451 (4);	NU 463 (6);
NU 453 (3);	NU 465 (6);
NU 454 (3);	NU 467 (6);
NU 457 (3);	NU 472 (5);
NU 461 (5);	NU 477 (6);
NU 462 (3);	NU 479 (2).

4. Upon completion of graduation requirements, the graduate may apply to take the National Council Licensure Examination (NCLEX) for professional nurses. Licensure applicants must have completed the basic professional curriculum in an accredited school of nursing. Graduation

does not ensure licensure eligibility. Certain criminal activity, functional abilities and other applicant information may render a graduate ineligible for licensure. The State Board of Nursing in the state in which licensure is sought will make the decision whether or not to allow an individual to take the licensure examination. For additional information, refer to Section 335.066 and 335.046 of the State of Missouri Nursing Practice Act.
www.ecodev.state.mo.us/pr/nursing

5. See university catalog for additional graduation requirements.

Students may submit a written petition with rationale to the Division of Nursing for special exception to the above policies. The Division will have the right to accept or reject this petition.

Major Outcomes:

- Integrate values and beliefs in response to personal beliefs, professional concerns and social issues.
- Use effective and facilitative communication.
- Use critical thinking and decision making to:
 - a) assess and analyze family and social health related needs; b) plan and implement nursing interventions; c) evaluate outcomes.
- Exhibit professional role competencies with an emphasis on the roles of clinician, advocate, educator, leader, manager and colleague.

NURSING COURSES (NU)

Students must provide their own transportation to the health care agencies when enrolled in nursing courses.

Laboratory fees will be charged for all nursing courses.

NU/HE 111. Nutrition. (3)

Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, pre-school child, adolescent, and adult. II.

NU 51. Nursing Concepts. (4)

In this Level 1 Nursing theory course students will explore a framework for understanding the client's experience as well as their understanding of self. Content includes, but is not limited to, the following concepts: holism, health, wellness/illness, spirituality, grief and loss, pain, self-concept, body image, and sexuality. Communication, nursing process, teaching-learning, chronicity, rehabilitation, cultural diversity, and aging will also be addressed. Meets the Communication Intensive course requirement in the major. Prerequisite: Admission to the nursing major. I.

NU 453. Health Assessment. (3)

(Theory, 2 credit hours/Lab, 1 credit hour).

This Level 1 Nursing theory/laboratory course will include interviewing strategies for obtaining health histories, learning physical assessment skills, and learning how to recognize abnormal from normal health assessment findings at varied ages. Prerequisite: Admission to the nursing major. I.

NU 454. Socialization into Nursing. (3)

This Level 1 Nursing theory course will reflect upon the history of nursing as well as current issues, allowing students to begin developing their own philosophy of nursing as they explore the roles and functions within nursing today. Students will spend time studying the impact of nursing history upon today's practice, and will become familiar with the conceptual framework of this nursing program and nursing theories. Students will begin to recognize how ethics and legalities affect nursing. **Meets the Communication Intensive course requirement in the major.** Prerequisite: Admission to the nursing major. I.

NU 457. Patient Care Skills. (3)

(Theory, 1 credit hour/Laboratory, 2 credit hours).

This Level 1 Nursing course is a laboratory course based on theory which introduces the student to the fundamental skills nurses perform. Primary skills addressed are patient and staff safety, vital sign assessments, body mechanics, hygiene practices, bedmaking, medication administration, intravenous therapy, administration of oxygen, nutritional assistance, assistance with elimination, wound care

and comfort measures. Prerequisite: Admission to the nursing major. I.

NU 461. Health Promotion and Risk Reduction. (5)

(Theory, 3 credit hours/Clinical, 2 credit hours).

This Level 2 Nursing theory/clinical course provides the student with knowledge and understanding of the promotion of health, wellness, disease, and injury prevention. It explores health promotion models, empowerment of self care, epidemiology, screening and prevention tools and also considers motivation for health behaviors including lifestyle choices. Students use health assessment skills to determine levels of wellness and explore methods for promoting optimum levels of functioning for the client. Prerequisite: Level 1 nursing courses. II.

NU 462. Research in Nursing. (3)

This Level 2 Nursing theoretical introductory research course focuses on the research process in nursing. Emphasis is on the role of clinical research in nursing, the scientific research process, steps in the research process, and types of nursing research. Research designs, methods of data collection, measurement and sampling, analysis of research data, and interpreting and evaluating nursing research reports will also be discussed. **Meets the Communication Intensive course requirement in the major.** Prerequisites: Level 1 nursing courses, NU 461, NU 463. I.

NU 463. Episodically Ill Adult. (6)

(Theory, 4 credit hours/Clinical, 2 credit hours).

This Level 2 Nursing theory/clinical course will address the nursing care of the episodically ill adult. All parts of the nursing process will be utilized in the care of the client and significant others. The course provides beginning experience in case management. Pharmacology and pathophysiology will be integrated. Prerequisite: Level 1 nursing courses. II.

NU 465. Mental Health Nursing. (6)

(Theory, 4 credit hours/Clinical, 2 credit hours).

This Level 2 Nursing theory/clinical course will prepare the student to use human behavioral, developmental and psychiatric theory as foundational knowledge for nursing process and

practice. Therapeutic use of self and available environment are developed as a means to effect constructive changes in client's and family's responses to psychological life stressors. Pharmacology and pathophysiology appropriate to content will be integrated. Prerequisites: Level 1 nursing courses, NU 461, NU 463. I.

NU 467. Continuum of Care for the Adult. (6)

(Theory, 4 credit hours/Clinical, 2 credit hours).

This Level 2 Nursing theory/clinical course will address the nursing care of the chronically ill adult throughout the continuum of care. All parts of the nursing process will be utilized in the care of the client and significant others. The course provides experience in case management with emphasis on gerontology and rehabilitation. Pharmacology and pathophysiology will be integrated. Prerequisites: Level 1 nursing courses, NU 461, NU 463. I.

NU 472. The Vulnerable Family. (5)

(Theory, 3 credit hours/Clinical, 2 credit hours).

This Level 3 Nursing theory/clinical course will address the nursing care of the vulnerable and/or high-risk child-bearing/child-rearing family. All parts of the nursing process, pharmacology, and pathophysiology will be integrated as appropriate for the content. Prerequisites: Level 1 and 2 nursing courses. II.

NU 477. Professionalism in Nursing:

Societal Health and Practice. (6)

(Theory, 4 credit hours/Clinical, 2 credit hours).

This Level 3 Nursing theory/clinical course creates an opportunity through which students will develop their professional nursing role within society and practice. Students will continue to refine their philosophy of nursing as it relates to leadership within the profession. As students are exposed to different professional leadership roles within nursing they will determine how to best demonstrate their own leadership styles. Students will gain overall understanding and approach to a broader view of "client" which includes special populations and aggregates as well as the community as a whole. Clinical application and synthesis of theories will allow students to apply leadership skills as they address the concept that the community is more

than a sum of its' parts. Students will assess the community and apply the nursing process in diagnosing, planning and development of programs to meet the community's needs as well as ways to evaluate their effectiveness. **Meets the Capstone and Communication Intensive course requirement in the major.** Prerequisites: Level 1 and 2 nursing courses. II.

NU 479. Clinical Internship. (2)

In this Level 3 Nursing clinical course students will spend a concentrated time period in a selected area of focus functioning in the capacity of a beginning staff nurse. Prerequisites: Level 1 and 2 nursing courses. II.

NU 490. Directed Study. (1-3)

The student independently pursues an approved and directed in-depth study of a specific area of nursing. Admitted nursing majors only. I, II.

Occupational Therapy Program

Avila University offers with Rockhurst University a six year Occupational Therapy Program leading to a Bachelor of Science degree in Biology from Avila and a Master of Occupational Therapy degree from Rockhurst. Avila University students who enter Avila as freshmen and who are otherwise eligible for this 3 + 3 program must apply for acceptance into the Rockhurst portion of the program in the fall of their junior year.

Philosophy (PL)

No Major is offered.

Minor: Eighteen hours of Philosophy; twelve hours must be 200-level courses or higher.

PHILOSOPHY COURSES (PL)

PL 111. Introduction to Philosophy. (3)

Critical examination of Eastern and Western answers to eternal questions, such as, How should I live? What is really real? and Is there a God? The students reflect upon their own life

experiences in light of the philosophies studied and articulate their own philosophy of life. CORE-II.

PL 113. Logic. (3)

The study of informal logic: how to argue cogently and to detect fallacious reasoning. Basic elements of symbolic logic are introduced.

PL/TH 221. The Existence of God. (3)

Critical examination of the classical and contemporary concepts of God and the arguments for establishing the existence of God.

PL/WS 225. Women Philosophers (1-3)

Critical examination of contemporary women philosophers on a wide variety of subjects: nature and values, social and political philosophy, law, religion and ethics. These writings present a woman's perspective and encourage women to value and trust their experiences and ideas.

PL 255. Ethics. (3)

Critical examination of contemporary moral issues in light of underlying values, components of moral decision-making, and standard ethical theories. The students reflect upon their own life experiences in light of the ethical theories and articulate their own ethical system. CORE-II.

PL/GS 302. Ethical Issues of Aging. (1)

Focus on the ethical issues related to aging in contemporary society.

PL/GS 302. Death and Dying. (1)

Focus on the skills and knowledge needed to help people participate as informed, reflective adults in those life passages that deal with their own mortality and that of other human beings.

PL 311. Existentialism. (3)

Critical examination of the ideas of existence, freedom, relationships, and anxiety in the works of contemporary existentialists. Prerequisite: one lower-division philosophy course.

PL/IS 312. Bioethics. (3)

Critical examination of the major bioethical issues from the perspective of biology and philosophy. The multiple viewpoints are studied and weighed in light of one's own value system. Research and discussion are essential compo-

nents of the course. Prerequisites: BI 110 or 111, or 211 or 212 or 220; PL 111 or 255. CORE-II and CORE-III.

PL/IS 329. On Location in Mexico: People and Philosophy. (3)

The course is divided into two distinct areas: philosophy and communication. Both academic and labor intensive, students critically examine the thought of a few twentieth century Mexican philosophers, articulate their own philosophy of life, and construct a home from start to finish for a pre-selected needy Mexican family. CORE-II and CORE-III.

PL/IS 338. Knowing Reality. (3)

This course continues the search of philosophers and scientists to "know reality." Three questions are critically examined: 1) How do we know what we know? 2) What standards are used to judge "knowing"? 3) How is "knowing" related to "reality"? Students are encouraged to ponder anew the complexities and contradictions in "knowing reality" and to articulate their own view of what it means to know what is real. Prerequisites: one course in philosophy and one course in natural science. CORE-II and CORE-III.

PL 355. Philosophy of the Human Person. (3)

Critical examination of the philosophical theories of human nature as presented in the works of specific philosophers from the ancient, medieval, modern, and contemporary world. Prerequisite: one lower-division philosophy course.

PL 380. Special Topics. (1-3)

Selected topics to be determined by the department.

Physical Therapy Program

Avila University offers with Rockhurst University a six year Physical Therapy Program leading to a Bachelor of Science degree in Biology from Avila and a Master of Physical Therapy degree from Rockhurst. Avila University students who enter Avila as freshmen and who are otherwise eligible for this 3 + 3 program must

apply for acceptance into the Rockhurst portion of the program in the fall of their junior year.

Physics (PH)

No Major or Minor is offered.

PHYSICS COURSES (PH)

PH 117. Physics Concepts. (4)

Development of basic conceptual models of physical phenomena including light and color, waves and sound, electricity, and atomic phenomena in an activity-based, collaborative environment. Prerequisite: MA 95 with a grade of "C" or better, or higher placement. I, II. CORE-II.

PH 180, 280. Topics in Physics. (1-3)

Presentation and discussion of physics topics. Each offering will be titled appropriately. A student may take any number of different topics. Prerequisites vary with the topic being presented. I, II, S.

PH 231. General Physics I. (5)

An activity-based, collaborative approach to the development of conceptual and mathematical models of physical phenomena as well as scientific reasoning skills. Modern computer tools are used throughout. Topics include motion, force, energy and momentum, and thermodynamics. Laboratory. Prerequisites: MA 120 and 121 or consent of instructor. I.

PH 232. General Physics II. (5)

Continuation of PH 231. Topics include waves and sound, light, electricity and magnetism, and nuclear phenomena. Laboratory. Prerequisites: MA 120 and 121, PH 231, or consent of instructor. II. CORE-II.

PH 280. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

Political Science (PS)

The study of Political Science is the study of government and its impact on the human com-

munity. The range of analysis includes international, national, state, and local levels of organization as well as the interaction between them. This program prepares the student for entrance into various areas of the political system, the private sector, law and the international community. A student may opt for the general PS major or add a concentration in Prelaw or Public Administration.

The candidate for the Bachelor of Arts degree in Political Science must complete all the general degree requirements as stated earlier in this catalog.

Computer Literacy: Fulfilled by CS 110 - Understanding Computers (3).

In addition to the general education requirements, the following courses in the Major must be completed.

Major:

39 PS hours, including these required courses: PS 120, 230, 231 or 332, 320 or 323, 324 or 326, 340 or 341, 397, 451.

Related Requirements:

All PS majors are also required to take: EC 201, EN 112, SO 101 and SO 231.

Prelaw Concentration:

General PS requirements and related requirements plus PS 231, 232, 332, and 3 of the following 4 courses: 334, 337 (3), 344, 345. Also, related requirement - EC 202.

Political Science majors and minors must receive a grade of "C" or above in all major courses, including related requirements.

Political Science Major Outcomes

The political science major at Avila University seeks to provide students with a well-rounded liberal arts education with a focus on the interactions among basic elements of political systems. To that end, the following program outcomes will be achieved by all students seeking to graduate with a major in political science.

All political science majors will have a mastery of the basic concepts, principles, and knowledge in political science.

- a. Identify the major fields and theories of political science

- the role of the scientific method in studying politics

- normative and empirical theories of politics

- the assumptions and methods used by various competing theoretical perspectives

- criteria with which we can judge the applicability and usefulness of various theoretical perspectives

- b. Demonstrate an awareness and understanding of

- power

- the ethical dimensions of governing

- the major political systems of the world

- the transnational and international dimensions of politics

- law and its role in politics

- governing with ethnic and cultural diversity

- the relationship between history, society, economics, and politics

- c. Effectively employ quantitative and qualitative empirical research methodologies to gather and interpret data about the political world.

- understand and apply the concept of causality

- Be able to analyze and understand relationships among political phenomenon particularly the relationship between actors (individuals and institutions), structures, and policies.

- Interpret charts, graphs, and diagrams.

Minors:

(Students may not receive more than one of the following minors)

Political Science Minor: PS 120 and 15 semester hours of PS courses to include at least 9 hrs. at the 300 level or above.

Prelaw Minor: The prelaw minor seeks to provide a vehicle for non-political science majors who may be interested in law school to learn about the law. All prelaw minors must take PS 120, 231, 332 and 9 additional hours selected from the following courses: PS 334, 335, 337 (3), 344, 345.

POLITICAL SCIENCE COURSES (PS)**PS 120. American National Government. (3)**

The structure, function, problems and accomplishments of American government at the federal level including discussions of the Federal Constitution and Missouri Constitution. I, II. CORE-II.

PS 220. State and Local Politics. (3)

The relationship that exists in and between state and local governments. Powers of governors and mayors, forms of governments, and timely issues explored. Regional politics and future scenarios analyzed. II, alternate years.

PS/SO 230. Quantitative Methods. (3)

An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

PS 231. American Justice System. (3)

Introduction to the American court system at the federal and state levels including judicial process and legal decision-making. Examination of judicial selection processes and the impact of the American judiciary on public policy. I.

PS/LG 232. Introduction to Legal Research and Writing. (3)

A hands-on experience with legal research sources, procedures, strategies and legal writing style. II.

PS/GS 302. Long Term Care Administration. (3)

This course pursues an interdisciplinary approach to the study of managing long term care facilities. Historical, management, legal, financial and personnel aspects are emphasized. Alternate years.

PS/GS 302. Federal/State Programs for Older Adults. (1-3)

An examination of federal and local, social and financial programs available to the elderly. Topics include national health insurance, legal

services, home health care, strategies for effecting legislative priorities. Alternate years.

PS 315. Women in Politics. (3)

Study of the basis of female participation in the American political process, who participates and why, political issues relevant to American women's power and minority status.

PS 320. Public Policy. (3)

The process of public policy making. How government bodies determine what a public problem is; how they formulate, implement and evaluate policy. Course will also include case studies. I.

PS 322. Elections and Voting Behavior (3)

Structure and function of the American Electoral system and factors that influence voters decisions. Impact of political parties, interest groups and public opinion on the electoral process. I, alternate years.

PS 324. The American Presidency. (3)

An analysis of the Presidency as a key institution in the American system. Case studies will be presented to illustrate the contribution certain Presidents have made. I, alternate years.

PS 326. The American Congress. (3)

A discussion of the role and function of the American Congress. Attention to be focused on the policy process. The Congress will be compared with other legislatures and evaluated on the basis of its ability to serve its purposes. II, alternate years.

PS 332. Constitutional Law I. (3)

Principles of the American political system as prescribed by the Constitution and interpreted by Supreme Court decisions. Emphasis on the institutions of government and the relationship between the three branches at the national level. I, alternate years.

PS 334. Constitutional Law II. (3)

Constitutional protections both from and of government with emphasis on Supreme Court decisions defining fundamental liberties, property rights and the requirements of substantive due process. II, alternate years.

PS/WS 335. Legal Rights of Women. (3)

Exploration of the current issues surrounding women's rights. Topics include credit rights,

employment rights, procreation rights, political (citizen) rights, etc.

PS 337. Topics in Law. (1-3)

Selected topics dealing with specific, contemporary, legal issues. I, II.

PS 340. Comparative Politics. (3)

A comparative analysis of the dynamics of various political systems and cross national political behavior with emphasis on the basic concepts of comparative political study. Selected political systems from various regions of the world-Western Europe, Latin America, Middle East, Africa, Russia-will illustrate the concepts. I, alternate years.

PS 341. International Relations (3)

Study of the development of the international state system and the interaction between particular political systems and regions. International law and organizations, the role of nationalism and ideology in determining foreign policy and political, social and environmental problems in the international arena are among some of the topics discussed. I, alternate years.

PS 344. Criminal Law. (3)

Distinction between criminal and civil law, the role of different participants in the criminal justice system, classification of crimes by state and federal standards, stages of criminal prosecution, constitutional rights and limitations. II, alternate years.

PS 345. Introduction to Litigation. (3)

An overview of the civil litigation process including a study of the rules of civil procedure and the rules of evidence. Emphasis will also be placed on the development of skills involved in simple litigation matters including the preparation of pleadings, motions and discovery requests. I, alternate years.

PS 346. American Foreign Policy. (3)

Analysis of the making of U.S. foreign policy, policy outcomes and the relationship of the major participants in the formation of policy. Case studies will be examined in their historical context. II, alternate years.

PS 380. Topics in Political Science. (1-3)

Selected topics dealing with current problems in the area of political science. These will include areas such as social issues, nuclear war,

the environment, terrorism, foreign policy, women and politics, and others. I, II.

PS/SO/SW 397. Research Methods. (3)

Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurements; questionnaire construction; interviewing and data collection; processing and tabulation analysis and interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** Prerequisite: consent of instructor. I.

PS 420. Political Philosophy. (3)

A survey of the origins of political theory from the Ancient-Medieval period of political philosophy to contemporary political ideologies. Specific political philosophers are examined including Plato, Aristotle, Machiavelli, Locke and Rousseau; as well as the political ideologies of Liberalism, Conservatism, Marxism and Fascism. Prerequisite: 3 hours of PS coursework. II, alternate years.

PS 451. Scope and Methods of Political Science. (3)

A capstone course which explores the theoretical foundations of political science as related to the major fields of research and methodological applications including critiques of various analytical models and research designs in the study of political phenomena. **Meets the Capstone course requirement in the major.** Prerequisite: PS 397. II.

PS 490. Directed Readings. (1-3)

Specialized assignment worked out between the faculty member and the student. Prerequisite: 6 hours in PS and consent of instructor.

PS 495. Internship. (9)

An opportunity to gain first-hand experience by working in a governmental agency or law office. Opportunities also exist for the student to do their internship through the Washington Center in Washington D.C. Prerequisite: 18 hours in Political Science.

Prelaw

This area of study is intended to acquaint the student with the legal system in a general manner as well as several areas of law and legal analysis. A student involved in Prelaw coursework might be interested in law school and/or working in the judicial system.

For required coursework, please see the Political Science major/minor.

Premedicine

This major is designed to help prepare a student for admission into medical, dental, veterinary, optometry, chiropractic, podiatry, and pharmacy schools. The special entrance requirements of the professional schools to which the student may later apply are considered when electives are chosen.

Premedicine Outcomes:

Upon completing the course requirements in the Premedicine Major, each student should be able to:

- Demonstrate a broad-based understanding of the liberal arts.
- Demonstrate a working knowledge of the basic principles of biology, chemistry, and physics.
- Apply scientific knowledge to solving problems.
- Understand ethical issues in science and health care.
- Integrate scientific principles to explain natural phenomena.
- Demonstrate the clear communication of the basic principles of science through speaking and writing.

Computer competency will be demonstrated by successful completion of three hours of CS 110. The candidate for the Bachelor of Science Degree in Premedicine must meet the following requirements:

1. Completion of at least 128 semester hours of academic work with a minimum grade point of 3.0.
2. Completion of the final 30 hours at the university.
3. Completion of at least 12 hours in the major at the university at the 300 and 400 level.
4. Completion of the general degree requirements as stated earlier in this catalog.

The following courses in the premedicine major must be completed:

BI 111, 211 and 212, three of the following biology courses: BI 250, 312, 320, 330, 340, 345; CH 131, 137, 216, 217, 221, and 341; CS 110; NS/BI/CH 497, 499; PH 231, 232; MA 251; EN 111 and 112; PL 255.

NO MINOR IS OFFERED.

Avila University has a Post-Baccalaureate Program to help prepare students with a baccalaureate degree in a nonscience field to obtain the science courses and academic advising to gain admission to a Health Professions School. The Prehealth Professions Advisor works with each Post-Baccalaureate student to plan the student's individual program of study.

Psychology (PY)

Psychology is the scientific study of theories, tools, perspectives and methods used by psychologists to describe, explain, predict and/or influence behavior. Students majoring in the field will develop an understanding of the complexities regarding the human condition while studying how to facilitate change. The Psychology Department encourages students to assess and explore themselves as well as others in order to perceive and act on reality most compassionately and responsibly.

Avila psychology majors will learn to approach life as "scientist-practitioners," competently and confidently reflecting on lessons learned from coursework, independent research and/or field experiences. The Avila psychology major will focus on exploring the human condition in

a variety of contexts, at both an individual and systems level.

The Psychology Club and Psi Chi offer psychology majors many opportunities to volunteer for extracurricular activities, such as collaborative learning projects with high school students, field trips, and/or movie reviews. We have a strong and active teacher-student mentoring program, with practicum classes designed to help students reach their potential and achieve their life goals, whether in a graduate program or work place.

We recognize psychology as applicable and useful in almost all occupational settings. In line with this understanding, we offer three areas of concentration, each designed to prepare students for their future goals:

- (1) Pre-Professional Concentration – Designed for students interested in graduate level work and a professional career in psychology. Students must apply for acceptance into the pre-professional concentration after completing PY 335. Minimal requirements for acceptance into the pre-professional program include: (a) completion of six hours of coursework at Avila, (b) a 3.25 cumulative grade point average, (c) a B grade in PY 335, and (d) recommendation of their advisor.
- (2) Human Behavior Concentration – Designed for students interested in a liberal arts bachelors degree who may have another major and/or who do not wish to pursue graduate work in psychology.
- (3) Organizational Dynamics – Designed for students interested in a career in the work place, particularly careers in human resources and/or customer service areas.

Requirements for the Psychology Major:

The candidate for the Bachelor of Arts degree in Psychology must complete all of the General Degree requirements stated in this catalog. In addition, students must complete the following Psychology Major core course requirements as well as requirements in a selected area of concentration.

Note: ALL required majors courses – both core and concentration – must be completed with a grade of “C” or better.

Psychology Major Core Course Requirements:

The psychology major “core” consists of twenty-four credit hours in the following eight courses: PY 101, 201, 203, 205 or 220, 310, 316, 335, 485.

Pre-Professional Concentration: In addition to the 24 hours of core course requirements in the major, students must complete the following: PY 320, 335, 350, 497, 498, and six hours from PY 235 or any upper level PY courses. Please note that PY 335, Statistics and Research I, must be completed before a student enrolls in PY 498, Independent Research.

Human Behavior Concentration: In addition to the 24 hours of core course requirements, students must complete the following: PY 320, 350 and six hours from PY 235 or any upper level PY courses.

Organizational Dynamics Concentration: In addition to the 24 hours of core course requirements, students must complete the following: PY 224, 360, 370 and six additional hours from PY 235 or any upper level PY courses.

Minor:

PY 101, 201, 310 plus 9 elective hours selected with consent of the minor advisor, three from 201-299, six from 301-499.

PSYCHOLOGY COURSES (PY)

PY 101. General Psychology. (3)

An introduction to the theories, methods, and perspectives that psychologists use to describe and explain behavior, and mental processes in context, and experience. I, II. CORE-II.

PY 201. Theories of Personality. (3)

The scientific study of the whole person, integrating theory and research. Prerequisite: PY 101. II.

PY 203. Cognitive Psychology. (3)

A general overview of classic and current research in cognitive processing. Topics to be covered include: attention, memory, problem solving, reasoning, conceptual thinking and

mental strategies involved in language expression and comprehension. Prerequisite: PY 101. I.

PY 205. Human Growth and Development. (3)

A survey of the main patterns of growth and development of the person over the life span; emphasis on the social, intellectual, emotional and physical development of the person. II, S, even years.

PY 220. Child and Adolescent Psychology. (3)

A study of the biological, cognitive, social and emotional development of children and adolescents. I, II.

PY 224. Human Relations in Organizations. (3)

A hands-on examination of the principles and tools used to effectively confront and respond to interpersonal issues in the workplace. Students will explore individual differences in interaction, communication, motivation, attitude, learning styles and productivity in the context of teamwork. I, odd years.

PY/ED 225. Educational Psychology. (3)

Application of psychological principles to the field of education; nature of the learning process; motivation devices; evaluation of learning. II, S.

PY/AR 251. Introduction to Art Therapy. (3)

The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical and other current influences. The benefit with various populations and setting in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapists. Prerequisites: PY 101 and 201.

PY/ED 235. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to the various areas of exceptionality (gifted, mentally retarded, learning disabled, behavior disordered, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are

studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. II, S.

PY/GS 302. Psychology of Aging. (3)

Study of the psychological changes and adjustments necessitated by aging. Changes in cognition, role and personality reflecting advancing age. Presentation of current theories and research on aging. I, odd years.

PY 310. Abnormal Psychology. (3)

A general overview of the etiology, characteristics and determinants of functional and organic deviations of normal behavior; general information about the therapeutic approaches; the study of the role of behavioral sciences in community mental health action. Prerequisites: PY 101, 201 or consent of instructor. I.

PY/WS 312. The Psychology of Women. (3)

This course explores how women have traditionally been represented in psychology. We will discuss biological, psychological and social influences which contribute to gender differences in experience. The class will focus on women's diversity with respect to race and ethnicity, sexual orientation and age. I, even years. CORE-II.

PY/SO 316. Social Psychology. (3)

Study of the formation, structure and functioning of groups including an analysis of group processes and group products in relation to the individual: attitudes, beliefs, perception of self and others. Prerequisite: SO 101 or PY 101. I, II.

PY 320. Current Trends in Psychotherapy. (3)

A survey of the techniques and major systems of psychotherapy. Prerequisites: PY 101, 201, 310. II.

PY 335. Statistics & Research Methods I. (3)

This course will survey descriptive and experimental research methods in psychology. Students will be introduced to the process of generating research questions, designing a project to address the question, analyzing the results and drawing conclusions. **Meets the Communication Intensive course requirement in the major.** Prerequisites: PY 101, must be taken prior to PY 498. II.

PY 350. Biological Bases of Behavior. (3)

Biological psychology seeks to explain behavior in terms of its physiology, its development, its evolution, and its function. An introduction to the biological mechanisms most relevant to key issues in psychology. II.

PY/AR 353. Theory and Methods of Art Therapy. (3)

A combination of the theories and practice of art therapy. Comprehensive overview of traditional art therapy theory. The use of various approaches with a variety of populations. Outside readings and several in-class art experiences and role play. Prerequisites: PY 101, 201, 205, 310, 320.

PY/AR 359. Art as Therapy. (3)

Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers as well as for therapists who work with groups of children or adults. Prerequisites: PY 101, 310, I.

PY 360. Applied Organizational Psychology. (3)

A study of the challenges and solutions that involve psychology in the contemporary workplace, particularly *systems* issues related to organizational productivity, quality of work product, and quality of work life. I, even years.

PY 370. Solving Problems in the Workplace. (3)

An examination of facilitation methods and intervention strategies designed to enhance change in organizations. This course will translate theory into practice, focusing on practical problems provided by local organizations. Prerequisite: PY 224 or 360. II, odd years.

PY 380. Special Topics in Psychology. (1-3)

Psychological principles applied to current dilemmas in American society. Specific topics change each semester. Prerequisites: PY 101, 201, or consent of instructor. I, II, S.

PY 383. Human Behavior & Addiction. (3)

The focus of this course is to investigate and understand the addictive process; that is, the

origin, course, maintenance and consequences of uncontrolled thought, feeling or behavior. Addictions to be studied will include food, cigarette, alcohol, legal/illegal drugs, gambling, etc. The students will be exposed to the impact of addictive behavior upon individuals, families and larger social groups. II, even years.

PY 384. Child and Adolescent Behavior Disorders. (3)

An introduction to the assessment, etiology, and treatment of childhood/adolescent disorders. The course will consider risk factors and resiliences, the complexities of classification and diagnosis, and diverse intervention strategies. II, odd years.

PY 390. Directed Study. (1-3)

Opportunity for student to explore a topic of interest in depth. Prerequisites: 30 hours in Psychology and consent of instructor. I, II, S.

PY 485. Practicum. (3)

This course combines a *field placement* experience with a *weekly seminar* focused on the development of professional behavior. Prerequisite: 30 hours in Psychology. **This course meets the Capstone requirement in the major.** I, II.

PY 497. Statistics & Research Methods II (2-3)

Students will learn to interpret more advanced research methods and statistical analyses, including multivariate designs, factor and cluster analyses and meta-analyses. In addition, a primary requirement is for students to complete a detailed proposal for a research project that they will carry out in PY 498. Prerequisite: PY 335.

PY 498. Independent Research. (2)

Students will carry out the research project they proposed in PY 497. This includes data collection, analysis (using SPSS), interpreting results and drawing conclusions. The final paper is to be written in APA style. Students will also be required to give an oral presentation of their project. Prerequisite: PY 497.

Radiologic Science (RT)

The candidate for the Bachelor of Science degree in Radiologic Technology will complete requirements that lead to certification in Radiography.

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Persons who have completed or are currently enrolled in Radiologic Science Programs elsewhere are eligible for admission to the upward mobility program leading to a Bachelor of Science degree in Radiologic Technology. Formal acceptance into the upward mobility program will not be given until the student has successfully passed the Registry exam given by the American Registry of Radiologic Technologists. The student must then submit evidence of completion by official notification from the A.R.R.T. to the university registrar's office.

The mission of the Radiography program is to graduate students who possess entry-level skills for employment in a Radiology department.

Radiologic Science Goals/Outcomes

The Radiography program will assure that the mission statement is fulfilled by its assessment of the following goals:

1. Accept qualified applicants for admission to the major.
2. Help students' develop the skills necessary to provide quality patient care in an environment that respects the dignity and worth of each individual patient.
3. Provide students with the knowledge and skills to achieve the required competencies in a safe environment for the patient.
4. Provide students with a liberal arts outcome-based education that promotes personal, spiritual and professional growth.
5. Provide students with clinical experiences that enhance didactic instruction and reinforce the skills necessary for working in the Radiologic Science field.
6. Promotes the development of skills that are reflective of effective communication, both verbal and non-verbal.
7. Provide students with the resources that will enable them to master their individual educational plans and the major requirements.
8. Provide the healthcare field with qualified entry-level radiographers.
9. Promote the development of critical thinking and problem-solving in the areas of Radiography.

Radiography Program

Avila University and numerous Greater Kansas City area hospitals, cooperatively offer a four-year integrated radiography program. Those who have been accepted into the major and have met requirements for the clinical portion of the program will begin their clinical work during the spring semester of their sophomore year. The clinical education courses do not follow the university calendar.

Admission of Generic Students to the Radiography Program

1. Receive acceptance into Avila University by the Admissions Office.
2. Have an interview with the Radiography Program Director.

Admission of Generic Students to the Clinical Portion of the Radiography Program

1. The student will first apply and receive acceptance to the university for general admission.
2. A student who begins Avila University as a first-time freshman is given priority over transfer students for admission to the clinical portion of the major.
3. A transfer student will not be considered for admission into the clinical portion of the Radiography major, unless they are

enrolled at Avila during the semester prior to the beginning of the projected clinical portion of the program. The clinical portion of the program begins each January.

4. Complete at least 36 hours of college credit including the following prerequisites (must earn at least a "C" in all prerequisite courses):

- a. BI 111
- b. BI 220
- c. PH 117
OR
PH 231 and 232
- d. HE 124
- e. MA 115 or 120
- f. CH 115 or 131

5. If there are more than twenty-four students that have applied for the radiography major (in any one year) then the top twenty-four students will be selected based upon a review of college grade point average.

6. A candidate for the clinical portion of the Radiography program must meet the following criteria:

- cumulative minimum college G.P.A. of 2.5
- a "C" or above is required for all courses in the major
- any course may be repeated only once
- completion of all prerequisites and sophomore standing
- completion of visits to the clinical sites in the program
- interview with the program faculty

7. Complete health history, mandatory drug screening, physical examination with required immunizations and technical standards form. Students must also complete any requirements that the clinical sites have established for students.

Admission of Registered Radiographers to the Upward Mobility Program

1. Receive acceptance into Avila University by the Admissions Office.
2. Evidence of Certification by the American Registry of Radiologic Technologists.

3. A student in the upward mobility program is limited to taking only 9 credit hours before evidence of certification by the A.R.R.T. is required. The student may not continue in the program unless they are registered technologists.

The candidate for the Bachelor of Science Degree in Radiologic Technology (radiography tract) must meet all requirements listed below:

1. Completion of academic work with a minimum cumulative grade point average of 2.0.
2. Completion of the general degree requirements as stated under the academic policies and procedures.
3. Maintain a "C" or above in all Natural Sciences, Mathematics, Allied Health and Radiologic Technology courses. These courses may be repeated only once to obtain the minimum grade of "C".
4. The following courses in the Radiologic Technology major must be completed:
Natural Sciences, Computers, and Mathematics
Biology: BI 111, 220, 325 (14)
Chemistry: CH 115 or 131 (4)
Computer Science: CS 110 (3)
Mathematics: MA 115 or 120 (3)
Physics: PH 117 or 231 and 232 (4,10).
HE 124 (2).
Radiologic Technology
(Radiography)
RT 451*, 452*, 453*, 454**, 455**, 456, 457**, 458**, 459, 460*, 461*, 462*, 463*, 464*, 465*, 466*, 467*, 469, 488*, 499 and 8 hours of course work approved by the student's advisor.

N.B.

Registered Radiographers receive credit for all of the starred (*) courses totaling 46 hours. Courses that are (**) may be challenged through examinations.

Upon satisfactory completion of the American Registry of Radiologic Technologists examination in Nuclear Medicine; or Radiation Therapy, 13 credit hours will be awarded in lieu of** courses required for the BSRT degree. Upon satis-

factory completion of the Diagnostic Medical Sonography Registry in Physics and one other section (i.e. Abdomen, OB/GYN, Vascular, Neurosonography or Echocardiography) 12 credit hours will be awarded in lieu of** courses.

Upon satisfactory completion of the ARRT exam in MRI, CT, or CVT the student may take in place of RT 456 Radiologic Science III and RT 469 Cross-Sectional Anatomy, five credit hours or more in upper division course work (>310) as approved by the advisor.

5. Computer competency will be demonstrated by successful completion of CS 110 or equivalent.
6. Radiologic Science majors may also earn minors in several different areas. The student should consult the catalog for additional information.

RADIOLOGIC SCIENCE COURSES (RT)

RT 451. Introduction to Radiologic Science. (3)

An overview of the radiologic technology profession, its history, and the criteria for success in the profession. Basic introduction to the effects of radiation, radiation monitoring and protection for personnel and patients, and radiographic imaging. Study of patient assessment and basic nursing skills necessary to provide for patients' physical and emotional needs, including safety procedures used during radiographic examinations. Three hours lecture per week. Prerequisite: acceptance to major. II.

RT 452. Radiographic Procedures I. (4)

Introduction to radiographic procedures, basic terminology, topographical landmarks, and examinations of the chest, abdomen, and extremities are studied. Correlation of theory and practical application in the laboratory. Three hours lecture, one hour laboratory per week. Prerequisites: BI 220, with a minimum grade of "C". II.

RT 453. Radiographic Procedures II. (4)

Review of anatomy and terminology pertinent to the digestive, urinary and biliary systems, and the study of procedures, positioning and contrast media used in radiographic examinations of these systems. Introduction to tomogra-

phy is included. Correlation of theory and practical application in the laboratory. Three hours of lecture and laboratory per week. Prerequisites: BI 220. II.

RT 454. Radiologic Science I. (3)

Fundamentals of x-ray production, properties of x-ray tubes and circuits, mechanics of interaction with matter and an introduction to radiographic quality. Three hours of lecture per week. Prerequisites: MA 115 or 120, CH 115 or 131, PH 117 or 231 and 232. II.

RT 455. Radiologic Science II. (3)

Advanced study of factors and conditions influencing radiographic quality and concepts and analysis of imaging systems. Three hours of lecture per week. Prerequisite: RT 454 with a minimum grade of "C". I.

RT 456. Radiologic Science III. (2)

Advanced study of the various image modalities including CT and MRI. Two hours of lecture per week. Prerequisite: RT 455 with a minimum grade of "C". I.

RT 457. Radiographic Procedures III. (4)

Review of anatomy and terminology pertinent to the skeletal system. Radiographic positioning of the spine and skull. Correlation of theory and practical application in the laboratory. Three lecture hours and one hour of laboratory per week. Prerequisites: RT 452 and 453 with a minimum grade of "C". I.

RT 458. Radiographic Procedures IV. (3)

Review of anatomy and terminology pertinent to the respiratory, vascular, reproductive mammography, and neurological systems, including the procedures, positioning and contrast media used for radiographic examination of these systems. Two hours lecture per week. Prerequisites: RT 457 and 464 with a minimum grade of "C". II.

RT 459. Radiation Biology and Protection. (3)

Study of the interactions of radiation with matter, biological effects of ionizing radiation, quantities and units, radiation protection of patient and health care personnel; exposure guidelines and monitoring. Three hours of lecture per week. Prerequisite: BI 220 or consent of Radiologic Technology Program Director. II.

RT 460. Clinical Education I. (5)

A clinical course focusing on policies, procedures and functions of the radiology clinical setting. With direct supervision, the student will develop clinical skills through observation and assistance in routine general radiographic studies. 10 weeks up to 32 hours per week at the clinical site. Prerequisites: See Admission of Generic Students to Clinical portion of Radiography Program. Concurrently with RT 451, 452, 453 and 454. S.

RT 461. Clinical Education II. (5)

A clinical course with emphasis on supervised application and evaluation of procedures in routine general radiographic studies and fluoroscopic and genitourinary procedures. Students will assist in these areas as directed by the supervising technologists. 16 weeks up to 32 hours per week at the clinical site. Prerequisites: RT 451, 452, 453, 454 with a minimum grade of "C". I.

RT 462. Clinical Education III. (5)

A clinical course with emphasis on supervised application and evaluation of procedures using contrast media, basic mobile radiography, tomography and continued supervised practice in application and evaluation of procedures in general radiographic studies. 16 weeks up to 32 hours per week. Prerequisite: RT 461 with a minimum grade of "C". II.

RT 463. Clinical Education IV. (5)

A clinical course with emphasis on supervised application and evaluation of procedures involving the skeletal system, advanced mobile radiography, trauma radiography and continued practice with limited supervisions in application and evaluation of procedures in general radiography, basic mobile radiography and routine procedures using contrast media. 10 weeks up to 32 hours per week. Prerequisites: RT 455, 457 and 462 with a minimum grade of "C". S.

RT 464. Clinical Education V. (5)

Students will be assigned to early evening shifts with limited supervision for continued emphasis in application and evaluation of procedures involving all aspects of diagnostic radiography. Emphasis is on emergency radiography. 16 weeks up to 32 hours per week at the clinical site. Prerequisites: RT 456, 458 and 465 with a minimum grade of "C". II.

RT 465. Clinical Education VI. (5)

A clinical course emphasizing the development of expertise in all radiographic procedures with indirect supervision in proven competency areas and direct supervision in other areas. Observation and limited participation with direct supervision in supplementary imaging modalities. 16 weeks up to 32 hours per week. Prerequisites: RT 464. I.

RT 466. Radiologic Pathology. (2)

An examination of pathological conditions related to various radiologic procedures. Classification of trauma and systemic processes will be studied as they appear radiographically. One hour lecture per week. Prerequisite: RT 458 with a minimum grade of "C". II.

RT 467. Film Evaluation. (1)

Seminar course to evaluate all aspects of chest, abdomen, and extremities. Prerequisites: RT 452, 453, 460 and 461 with a minimum grade of "C". II.

RT 469. Cross-Sectional Anatomy with Correlation of Image Modalities. (3)

Detailed study of cross-sectional anatomy of the head, chest and abdomen with correlation of computed tomography (CT), and magnetic resonance imaging (MRI). **Meets the Communication Intensive course requirement in the major.** Prerequisite: BI 220 and RT 458 or consent of Program Director. I.

RT 480. Special Procedure Topics. (2)

An arranged course in which the student researches, evaluates and writes papers concerning topics in MRI, CT and Special Procedures. Prerequisites: Senior standing. I, II.

RT 485. Teaching Practicum in Radiologic Technology. (3)

The student will have actual experience in the radiologic technology classroom setting. Assisted by the R.T. Program Director, the student will develop a course module, instruct in the classroom and evaluate results of instruction. Prerequisites: Senior standing and consent of the Radiologic Technology Program Director. I, II.

RT 486. Clinical Practicum. (3)

Advanced Clinical Special Procedures course with emphasis on development of expertise and skills in special procedures and supplementary

imaging modalities with limited supervision. 15 weeks of 20 hours per week. Prerequisites: Senior standing and RT 465 or consent of Program Director. Concurrently with RT 480. I, II.

RT 488. Radiography Curriculum Review. (2)

A comprehensive overview of all aspects of diagnostic radiology with emphasis on procedures, technique, radiation protection, positioning and radiographic anatomy. Open only to second semester seniors in Radiologic Technology. II.

RT 490. Directed Studies in Radiology Management. (3)

To provide insight into the various aspects of departmental administration. The student will have assignments which will require interviewing various managers and physicians to get a better understanding of radiologic administration. Prerequisites: BU 321, 323 or consent of the Radiologic Technology Program Director. I, II.

RT 492. Educational Administration in Radiologic Technology. (3)

Seminar and independent study of the organization, accreditation, curriculum design and funding of educational programs for radiologic technologists. Students are required to read health education articles and summarize each, devise a radiography curriculum for a college program and write a narrative explaining the accreditation requirements for a radiography program. I, II.

RT 499. Senior Capstone Experience in Radiologic Science. (1)

The Senior Capstone Experience will include an exploration of the current climate in health career. This course will allow the student to focus on a specific issue or topic in health care that is of interest through a project. **Meets the Capstone course requirement in the major.** Prerequisite: senior standing. II.

university catalog. In addition, Religious Studies majors must complete CS 110, Understanding Computers.

The following Religious Studies courses (36 hours) must be completed for the majors.

Core Courses (21 hours)

- RS 111-Introduction to Religious Studies. Core -II. (3 hours)
- RS 113-Introduction to (N.T.) Christian Scripture. Core-II. (3)
- RS 117-World Religion. Core-II. (3)
- RS/WS 225-Catholicism. Core-II. (3)
- RS 227-The Historical Jesus. Core-II. (3)
- RS 231-History of Christianity. Core-II. (3)
- RS 233-American Religious History. Core-II. (3)

Core Courses: Level 3 (9 hours)

- RS/IS 311-Peace Studies. Core-III. (3)
- RS/IS 317-History of the Church in Latin America. Core-III. (3)
- RS/WS/IS 319-Women, Religion and community in the U.S. Core-III. (3) **OR**,
- RS/IS 326-Shaping the American Dream. Core-III. (3)

Specialized Courses (6 hours)

- RS 380-Special Topics. Elective.
- RS 480-Special Topics. Elective.
- RS 485-Practicum.
- RS 490-Directed Studies. Elective.
- RS 499-Senior Seminar.

Minor: Eighteen semester hours in Religious Studies to be chosen with the approval of the minor advisor.

RELIGIOUS STUDIES (RS)

RS/WS 111. Introduction to Religious Studies. (3)

Critical thinking about God, religion and the human endeavor. Since Christian Theology has been systematized by celibate ordained males from Europe, this course will also examine the reasons for this dominant perspective plus the ancient and current contributions of women to the Christian Theological tradition. No prerequisite. CORE-II. This course is often cross-listed as a women's studies course.

Religious Studies (RS)

Major: Candidates of the Bachelor of Arts Degree in Religious Studies must complete all the general degree requirements as stated in the

RS 113. Introduction to the New Testament. (3)

Major themes of New Testament theology. Insights of various methods of Biblical criticism to draw out contemporary implications of New Testament theology. Communication-intensive course. CORE-II.

RS 115. Introduction to the Old Testament. (3)

Major events in the history of ancient Israel and major themes of Old Testament theology. Insights of various methods of Biblical criticism to draw out contemporary implications of Old Testament theology.

RS 117. World Religions. (3)

Both a historical and a critical look at human religious experience through a study of Buddhism, Christianity, Hinduism, Islam and Judaism. Topics include the varieties of religious belief including those beliefs regarding ideas of the holy and sacred, scriptures, myths, symbols, rituals, and morality. CORE-II.

RS/PL 221. The Existence of God. (3)

Classical and contemporary arguments for establishing the existence of God. Contemporary concepts of God and other related issues such as evil and immortality.

RS/WS 225. Catholicism. (3)

This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments and the Church. We will also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II. This course is often cross-listed as a women's studies course.

RS 227. The Historical Jesus. (3)

Christianity's image of Jesus, including the first Christian communities, the teachings of the early church councils, and contemporary insights. Insights offered by modern methods of scripture study. CORE-II.

RS 231. The History of Christianity. (3)

Origins and major events in the history of Christianity and its different cultural expressions throughout the world.

RS 233. American Religious History. (3)

Religion's role in forming U.S. culture and ideals. Survey of mainstream traditions, the par-

ticular experiences and contributions of African-Americans and Latinos as well as the unique influences of selected individuals and groups. CORE-II.

RS/IS 311. Peace Studies. (3)

This course provides an interdisciplinary (religious studies, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on developing practical strategies for creating peace and living peacefully. CORE-II and CORE-III.

RS/IS 317. History of the Church in Latin America. (3)

Explores the religious and political history of Latin America. This course will highlight church teachings and structures responded to the needs and demands of various social groups within the population. Attention to ways in which art, architecture, and literature have expressed ideologies. Prerequisite: one course in Religious Studies. CORE-II and CORE-III.

RS/WS/IS 319. Women, Religion and Community in the U.S. (3)

This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-II and CORE-III.

RS/WS 325. Women in Theological Perspective. (3)

Investigation of the history of women in the Judeo-Christian tradition. Exploration of rituals, scriptures, and social and cultural attitudes. Analysis of contemporary theological perspectives in light of the ancient teachings.

RS/IS 326. Shaping the American Dream. (3)

Interdisciplinary course which uses literature and religious studies to understand fundamental values which combine to form the culture of the U.S.; central themes are the Puritan Ideal, the Social Gospel Movement, the Diverse face of U.S. culture at the end of the second millennium. CORE-II and CORE-III.

RS 327. Liberation Theology. (3)

Twentieth-century theologies of liberation with emphasis on the contributions of Latin American, Asian, African-American, and African. **Meets the Communication Intensive course requirement in the major.**

RS 373. Prayer. (1)

Nature and forms of prayer through study and reflection of personal experience. No prerequisite.

RS 380. Special Topics. (1-3)

Selected topics to be determined by the department.

RS 480. Special Topics. (1-3)

Selected topics to be determined by the department.

RS 485. Practicum. (3)

Experience in one of the specialized areas of Religious Studies, with departmental guidance and supervision.

RS 490. Directed Studies. (3)

Approved and directed in-depth study of a specific area of Religious Studies, according to student need and interest. Prerequisite: permission of department.

RS 499. Senior Seminar. (3)

Selected topics for review and study in Religious Studies. **Meets the Capstone course requirement in the major.** Prerequisite: permission of department.

Social Work (SW)

A major in social work provides preparation for beginning level generalist professional social work practice. The Bachelor of Social Work degree is accredited by the Council on Social Work Education.

Experiential learning credits are not granted in social work.

Admission

Students may declare a social work major and begin taking social work classes prior to admission to the major. When a student is enrolled in

SW 451, the student manual containing application procedures is distributed. Prior to placement in SW 495, field agencies often require a criminal disclosure and child abuse screening.

Criteria for completion of the B.S.W. degree:

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum grade of "C" in all Social & Behavioral Sciences and all Social Work Courses. Credit/No Credit option is not available in the major.
4. Computer Literacy Requirement: Social Work majors will fulfill this requirement by successful completion of CS 110.
5. **Major Outcomes**
 - A. Apply critical thinking skills within the context of professional social work practice.
 - B. Practice within the values and ethics of the social work profession with an understanding of and respect for the value of diversity.
 - C. Demonstrate the professional use of self.
 - D. Understand the forms and mechanisms of oppression and discrimination and apply strategies of change that advance social and economic justice.
 - E. Understand the history of the profession and its current structure and issues.
 - F. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
 - G. Apply the knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
 - H. Analyze the impact of social policies on client systems, workers, and agencies.
 - I. Evaluate research studies and apply findings to practice, and, under supervision,

evaluate own practice interventions and those of other relevant systems.

- J. Use communication skills differentially with a variety of client populations, colleagues and members of the community.
- K. Use supervision appropriate to generalist practice.
- L. Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

6. Completion of the following courses:

Social Work 49 hours

SW 205 Introduction to Social Work and Social Welfare (2)
 SW 225 Issues in Social Welfare Program Funding (3)
 SW 280 Practicum (1 credit each semester) (2)
 SW 397 Research Methods (3)
 SW 451 Human Behavior in the Social Environment I (3)
 SW 452 Human Behavior in the Social Environment II (3)
 SW 461 Social Work Practice I (3)
 SW 462 Social Work Practice II (3)
 SW 463 Social Work Practice III (3)
 SW 465 Social Legislation and Policies (3)
 SW 495 Field Instruction I (5)
 SW 496 Field Instruction II (5)
 SW 499 Field Seminar (1 credit each semester) (2)
 Two courses from a Special Interest Area (6): SW 290, 302, 311, 313, 336, 390.

Level I: Foundations (15 hrs.)

6 hours EN 111 and 112
 3 hrs. CO 110
 3 hrs. MA 115 or 120
 3 hrs. Computer course

Level II: Heritage, Contemporary World,

Human Person (28 hrs.)
 3 hrs. Literature
 3 hrs. Art, Music, or Theatre
 3 hrs. History 111, 112, 121 or 122
 9 hrs. Philosophy and Religious Studies in both areas
 4 hrs. BI 110 or equivalent
 3 hrs. SO 101
 3 hrs. PY 101

Level III: Application and Integration
 6 hrs: 2 interdisciplinary courses

Level IV: Senior Capstone: 1 hour

Social and Behavioral Sciences: 12 hours
 3 hrs. PS 120
 3 hrs. SO 230
 3 hrs. PY 316
 3 hrs. SO 320

SOCIAL WORK COURSES (SW).

SW 205. Introduction to Social Work and Social Welfare. (3)

An overview of the fields of practice of social workers, a brief history of how society has and is meeting the challenges of various social problems. Focus on current issues in social work and possible careers in social work. Prerequisite or corequisite: EN 111. II.

SW 225. Issues in Social Welfare Program Funding. (3)

An analysis of the major issues in fiscal policy as they relate to allocation of resources to social welfare programs. I, alternate years.

SW 280. Mini Agency Experience. (1,I)

A short field experience for students exploring social work as a career. Two experiences are required. I, II.

SW 290. Topics in Social Work. (1-3)

Seminars on current issues and topics in Social Work practice. I or II.

SW/GS 302. Working With The Elderly. (1-7)

See GS 302.

Caretaker Issues (1)

Communication with the Aged (1)

Group Processes and Techniques (1)

Counseling Older Adults and Family (1)

Abuse and Neglect of the Aged (1)

Advocacy for the Aged (1)

Working with Dying Client/Family (1).

SW 311. Child Abuse and Neglect. (1-3)

This course provides an overview of the child welfare system, including child abuse laws, reporting, and foster care; an emphasis on family functioning in relationship to children's services; and an emphasis on the relationship of

the family to subsystems such as school, neighborhood and community. I.

SW 313. Crisis Intervention. (1-3)

This course will develop an understanding of the dynamics of how crises develop and what steps can be taken to intervene effectively in crisis situations. II, alternate years.

SW/SO 336. Violence in the Family. (3)

This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted. I or II, alternate years.

SW 390. Topics in Social Work. (1-3)

Seminars on current issues and topics in Social Work practice. I or II.

SW/SO/PS 397. Research Methods. (3)

Introduction to methodology and techniques; formulation of research problems; study design; hypothesis; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. Prerequisite: Consent of instructor. I.

SW 451. Human Behavior in the Social Environment I. (3)

Normal growth and development of the individual from childhood through adolescence within the social contexts of the family, group relationships and community structures. Special attention will be given to cultural variations among American families. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SO 101, BI 110 and PY 101. I.

SW 452. Human Behavior in the Social Environment II. (3)

Normal growth and development from young adult through old age. Emphasis on the influence of institutional racism, sexism, ageism, and socio-economic class upon the growth, development and social functioning of the individual and family. This course will expand the professional self-awareness of the student in dealing with diverse client groups. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SW 451 and SO 320. II.

SW 461. Social Work Practice I. (3)

Students will be introduced to a generalist approach to social work practice which will emphasize problem-solving and systems models. Included will be the study of social work values and ethics which undergird and guide practice. In addition to classroom instruction, the course includes laboratory experiences which deal with self-awareness, interpersonal communication, interviewing skills, recording and reporting skills. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SW 201, 451 and SO 320 or consent of the instructor. Social Work majors only. II.

SW 462. Social Work Practice II. (3)

This course is the second in a sequence of three social work practice courses utilizing a generalist approach to practice. Emphasis is placed on the application of the knowledge and skills gained in SW 461 to social work practice theory relating to intervention with individuals, small groups and the family. In addition to classroom instruction, this course includes laboratory experience. This course will be taught concurrently with first semester of field instruction. Prerequisite: SW 461 or consent of instructor. Social Work majors only. I.

SW 463. Social Work Practice III. (3)

This final course in the practice sequence builds upon SW 461 and 462 and expands a student's knowledge base in terms of providing beginning level professional service to organizations and the community. This course will be taught concurrently with second semester of field instruction. Prerequisites: SW 461, 462 or consent of instructor. Social Work majors only. II.

SW 465. Social Legislation and Policies. (3)

A review and critical analysis of the factors that shape and form social legislation and social policy in the broad fields of social welfare. Emphasis will be placed on an understanding of the importance of social policy formation and implementation for the generalist social worker. Prerequisites: SW 315, SW 225, PS 120 and a minimum of six (6) hours of upper-division Social Work courses or consent of the instructor. II.

SW 490. Directed Study. (3)

The student independently pursues an approved and directed in-depth study of a specific area of social service. Social Work majors only. I, II.

SW 495, 496. Field Instruction I, II. (5, 5)

All Social Work majors are required to fulfill a 550 clock hour field placement in a social service agency under the supervision of a professional social worker. Students are evaluated by field instructors after the completion of each 275 clock hours of work and a grade is then assigned. Prerequisites: SW 452, 461, (462 and 463 are taken concurrently). Social Work majors only. I, II.

SW 499. Field Seminar. (1, 1)

In conjunction with SW 495 and 496, students attend a two-hour per week, on-campus, seminar class that helps students integrate their field and classroom curricular components. Social Work majors only. **Meets the Capstone course requirement in the major.** Corequisites: SW 495 and 496. I, II.

Sociology (SO)

Sociology is the study of human society and social behavior. Its subject matter is diverse and varied, ranging from the study of groups as small as a family to those as large as a corporation or mob. More specifically, sociology studies various aspects of society, including crime, religion, race, gender, aging and medicine.

Sociology is a popular major for students planning careers in areas such as government, education, social service, criminal justice, research, aging services and many more. Many sociology majors go to graduate school in areas such as law, psychology, public administration, social work and business, in addition to advanced study in sociology.

The sociology major at Avila prepares the student to analyze social groups and to understand how the roles people play and how interpersonal relationships affect our society. Students majoring in sociology at Avila choose from three areas of emphasis. One area of emphasis is general sociology, in which the student takes courses from a variety of topics within sociology. The second area of emphasis is social geron-

tology, in which the student specializes in the study of aging. The third area of emphasis is Criminal Justice with a focus on criminal and delinquent behavior as well as working with the offender and potential offenders. The candidate for the Bachelor of Arts degree in Sociology must complete all the general degree requirements as stated earlier in this catalog.

Major: 36 hours in Sociology including SO 101, 230, 231, 390, 397, 495 and 499. Related requirement: CS 110 (3) or equivalent. In addition, all students majoring in sociology must choose one of the following areas of emphasis:

GENERAL SOCIOLOGY: 15 hours with three credit hours selected from each of the following:

Culture:

- SO 122 Introduction to Cultural Anthropology (3)
- SO 221 Cultures of the World (3)

Diversity:

- SO 240 Race and Ethnic Relations (3)
- SO 302 Aging, Individual and Society (3)
- SO 315 Topics in Sociology of Gender (3)

Institutions:

- SO 211 Marriage and the Family (3)
- SO 320 Social Systems (3)
- SO 380 Sociology of Health and Illness (3)
- SO 380 Sociology of Religion (3)

Social Psychology:

- SO 316 Social Psychology (3)

Deviance:

- SO 360 Crime & Society (3)
- SO 361 Juvenile Delinquency (3)
- SO 363 Topics In Deviance (3)

SOCIAL GERONTOLOGY: 15 credit hours to include:

- SO 302 Aging Individual and Society
- GS 302 Biological Processes and Aging (2)
- SO 302 Issues in Sociology of Aging (6)
- GS 302 Other courses in Gerontology (4)

CRIMINAL JUSTICE: 15 credit hours to include:

- SO 360 Crime & Society (3)
- SO 361 Juvenile Delinquency (3)
- SO 362 Corrections (3)
- SO 363 Topics In Deviance (3)

Plus one of the following

- PY 384 Child and Adolescent Behavioral Disorders (3)
- SO 336 Violence in Family (3)
- SW 313 Crises Intervention (3)

Computer Literacy Requirement: Fulfilled by SO 231 - Computer Applications in the Social Sciences (3).

Major Outcomes:

In addition to the above listed course requirements, Sociology majors will be expected to meet the following program outcomes:

1. identify the elements of the sociological perspective and apply the perspective to social reality and her/his own life. (All SO)
2. demonstrate an understanding of the role of theory in sociology, compare and contrast the major theoretical paradigms in sociology, and apply the elements of these paradigms to social reality and her/his own life. (All SO)
3. effectively employ quantitative and qualitative research methodologies to gather and interpret data about social reality and her/his own life. (SO 230, 231, 397, 499)
4. demonstrate a working understanding of the way in which social structures affect each other and the life choices/chances of individuals. (all SO)
5. recognize and appreciate diversity in individuals, cultures and social systems and the resultant awareness of the social construction of reality. (all SO)

Assessment: The outcomes of the sociology major are assessed through a required portfolio and a required exit interview. The portfolio reflects assignments completed throughout the program. The portfolio is formally constructed in SO 499, Independent Research. However, students in the sociology program will be sub-

mitting copies of assignments from all sociology courses. The exit interview also takes place during the capstone course, SO 499. During the exit interview, students will be given the opportunity to reflect upon their experiences as a student in the sociology program.

MINOR: 18 hours in sociology including SO 101 and at least 9 hours of upper-division sociology courses (310 or above).

Sociology majors and minors must receive a grade of "C" or higher in all courses taken in the major or minor.

SOCIOLOGY COURSES (SO).

SO 101. Introduction to Sociology. (3)

An overview of the sociological perspective. The course emphasizes an understanding of everyday social reality and develops the student's ability to use sociological concepts to interpret social situations and social change. An urban diversity fieldtrip is included in this course. I, II. CORE-II.

SO/AN 122. Introduction to Cultural Anthropology. (3)

A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. II. CORE-II.

SO 211. Marriage & The Family. (3)

Examination of the major aspects of the family as a social institution; the current trends, changing nature and possible developments of the family in the future. I, II.

SO/AN 221. Cultures of the World. (1-3)

A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious and family structures in Africa, the Americas, Oceania and the Orient. I or II.

SO/PS 230. Quantitative Methods. (3)

An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such

as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

SO 231. Computer Applications. (3)

An introduction to the Statistical Package for the Social Sciences (SPSS). Prerequisite: SO 230 or equivalent. Prerequisites: SO 230, CS 110 or equivalents. II.

SO 240. Race and Ethnic Relations. (1-3)

Seminar on topics of current interest in minority life. Some selected topics include: Race and Racism, Minority Families in American Society, The Civil Rights Era, Asian-Americans, The Jewish Experience in America, The RSA and Northern Ireland. I or II, alternate years.

SO/GS 302. Aging, Individual and Society. (3)

Study of the sociological aspects of growing older to gain a better understanding of what aging is all about. Detailed look at social psychological problems associated with aging in American society. II, alternate years.

SO 302. Issues in the Sociology of Aging. (1-6)

See GS 302.

Aging and Health (1-3)

Crime and Aging (1-3)

SO 315. Topics in Sociology of Gender. (1-17)

Minority Women in American Society (1-3)

Female and Male Relationships (1)

Dual-Career Couples (1)

Women and Crime (1-3)

Male Sex Roles (1)

Women Through the Life Cycle (3)

Women and Work (1-4)

Women and Health (1-3)

SO/PY 316. Social Psychology. (3)

Study of the formation, structure and functioning of groups including an analysis of group processes and group products in relation to the individual: attitudes, beliefs, perception of self and others. Prerequisites: SO 101 or PY 101. I, II.

SO 320. Social Systems. (3)

General analysis of systems theory with specific emphasis on the nature of the social system; the major types, and the process of change as it affects these systems. Prerequisite: SO 101 or SO 122. I.

SO/SW 336. Violence in the Family. (3)

This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted. I or II, alternate years.

SO/AN 337. Family in Other Cultures. (3)

This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system. I or II, alternate years.

SO 360. Crime and Society. (3)

An introduction to the study of adult criminal behavior. Uses theory and research to analyze the etiology, treatment and prevention of criminal behavior. I, alternate years.

SO 361. Juvenile Delinquency. (3)

This course focuses on the causes, treatment and prevention of juvenile delinquency. Relevant theory and research will be utilized to evaluate the effectiveness of the current structure and function of the juvenile system in the corrections field. II, alternate years.

SO 362. Corrections. (3)

Study of correctional institutions as well as community-based corrections including probation, parole and intermediate sanctions.

SO 363. Topics in Deviance. (1-3)

Seminar on topics of current interest in deviance. Some selected topics include: victimization, violence, gangs, corrections and social control, and alcohol and drug abuse. I or II, alternate years.

SO 380. Topics in Sociology. (3)

Seminar on topics of current interest. Selected topics are listed below. Consent of instructor. I or II.

1. Sociology of Religion
2. Work and Professional Life

3. Sociology of Health and Illness
4. Urban Sociology

SO 390. Directed Studies in Sociology. (3)

Opportunity for sociology major to explore a topic in death under the supervision of a faculty member. Students may take no more than one (1) directed study course. Prerequisites: SO 101 and 9 additional hours of sociology.

SO/SW/PS 397. Research Methods. (3)

Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** Prerequisite: Consent of instructor. I.

SO 495. Practicum. (3)

Practicum in a community setting where students apply their research and theoretical training. Students in SO 495 will also begin the process of developing a research study (developed from experiences during the practicum) that will be implemented in SO 499 during the semester following the practicum. All students taking SO 495 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. Prerequisites: 6 hours of upper division SO, with at least 3 hours in content related to the practicum setting. SO majors only. Senior standing. I, II.

SO 499. Independent Research. (3)

A capstone course for sociology majors. Students will use their knowledge of sociological theory, methods and statistical analysis to implement a research project that was developed in the previous semester in SO 495. Students will engage in all steps of the research process, including the writing of a paper that is appropriate for publication in a professional sociology journal. All students taking SO 499 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. Students also will be required to finish constructing their portfolio and to participate in the exit interview with other students in the course. **Meets the**

Capstone course requirement in the major.

Prerequisites: SO 231, 335, 397 and 495. SO majors only. Senior standing. I, II.

Spanish (SP)

No Major or Minor is offered.

SPANISH COURSES (SP)**SP 111, 112. Spanish I, II. (3, 3)**

Elements of the language; aural comprehension, oral ability, reading and writing of simple Spanish. For students beginning Spanish or presenting one unit of high school Spanish. Prerequisite: SP 111, or its equivalent, for SP 112. I, II.

SP 490. Directed Studies. (3)

Sports Science (SS)

Avila University implemented a new Sports Science major in the 2001 Fall Semester. Students interested in this major are encouraged to see an academic advisor for more information.

The candidate for the Bachelor of Science degree in Sports Science must fulfill the requirements listed below.

1. Fulfill all the requirements for a degree as stated earlier in this catalog.
2. Completion of the Core Curriculum requirements as stated earlier in this catalog.

The major specifically requires that the following core classes be included within each candidate's core curriculum: BI 111, General Biology and an additional science course; CH 131 General Chemistry I; MA 120, College Algebra; PY 101 General Psychology; EN 111, Composition I and an additional writing course EN 112, Composition II; PL 255 Ethics; and BU 305 Legal Aspects of Business.

3. The computer competency requirement in the major is met by CS 110, Understanding Computers.
4. Completion of SS 101, Introduction to Sports Science and other courses as advised by the major advisor.

Sports Science Course

SS 101 Introduction to Sports Science. (3)

An exploration of the human body's abilities, the stresses to which it is subjected during athletic pursuits, and the care and repair of damage incurred. II.

Study Tour (ST)

No Major or Minor is offered.

STUDY TOUR COURSE (ST)

ST 304. Study Tour. (1-3)

Short off-campus courses offered in a variety of locations for students who wish to expand their understanding of the peoples and cultures of the world. Includes preliminary lectures and readings, and an individual project after returning from the off-campus site. Prerequisite: consent of instructor.

Theatre (TR)

Degrees offered:

Bachelor of Arts. (B.A.) Major: Theatre.

Bachelor of Fine Arts (B.F.A.) Major: Theatre with choice of concentrations – Acting, Directing/Producing, Technical Theatre/Design.

Bachelor of Fine Arts (B.F.A.) with a concentration in Musical Theatre.

Bachelor of Arts Degree

The candidate for the Bachelor of Arts in Theatre must complete all the general degree requirements as stated earlier in this catalog. Grades of CR/NC are not permitted with the Theatre major requirements.

Major:

TR 115; 211; 223; 225, 227, 251, 253, 255, 271, 272, 281, 324, 361, 415, 425, 462, 499.

Demonstrate competence through one semester of foreign language at the university level.

Theatre Education:

A program in Speech/Theatre Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in drama is also available. See Education section.

For certification with either B.A. or B.F.A. degree, consult with Theatre advisor.

Bachelor of Fine Arts Degree

The candidate for the Bachelor of Fine Arts in Theatre must complete all the general degree requirements as stated earlier in this catalog. In addition, the B.F.A. candidate must complete the following:

- Grades of CR/NC are not permissible in the B.F.A. major courses.
- Completion of at least 24 upper-division hours in the major at Avila.
- No foreign language.
- A maximum of 75 hours in any single subject is allowed.

Major:

TR 223; 225, 251, 253, 255, 271, 272, 281, 324, 415, 425, 499.

Computer literacy requirements are met in TR 253 and TR 223.

Concentrations:

Acting:

TR 115, 211, 227, 377, 390 or 391, 463, 471, 473, 477.

Directing/Producing:

BU 321; CO 331; TR 115, 361, 390 or 391, 462, 463, 495; 1 hour selected from Stage Management Practicum, Theatre Management Practicum, and Directing Practicum.

Technical Theatre/Design:

TR 361, 451, 452, 453, 454, 455 457; 4 hours selected from Theatre Technical Practicum, Costume Practicum, and Stage Management Practicum.

Minor:

TR 223, 251, 253, 271, and 6 hours of electives from TR 272, 324, 361, 377, 415, 425, 451, 452, 455, 462, or 477.

Bachelor of Fine Arts Degree**Major:**

TR 251, 253 or 255, 281, 425
MU 271, 272

Two of the following: TR223, TR 324, MU 383, or MU 384.

Concentrations: TR 115, 225, TR380/480 Special Topics: Jazz and Tap (2), 227, 271, 272, 377, 471 or 473, 391 or 477, MU 151 Avila Singers (8 hours), Applied Piano (2 hours), Applied Voice (8 hours); MU 291 or TR 211, MU 395 or 463, and TR 499C.

THEATRE COURSES (TR)**TR 110. Theatre Appreciation. (3)**

Understanding and appreciation of drama as an art form; study of what is drama, its various genres and social impact. Designed for non-theatre majors. I, II. CORE -II.

TR 115. Movement for the Stage. (2)

Designed to increase physical awareness and facility for the performer. Presentation of materials on body center, posture/stances, and period/contemporary movement.

TR 211. Voice/Diction and Dialects. (3)

Physiology of the vocal mechanism and sound formation. Lecture and lab sessions to insure proper training of voice, to achieve voice mastery and power, and in the study of regional dialects. I.

TR 223. History and Literature of the Theatre I. (3)

Development of theatre and drama from the Greek to Elizabethan periods. I. CORE-II.

TR 225. Stage Combat. (2)

Techniques of hand-to-hand and armed choreographed combat and falls. Prerequisite: permission of department.

TR 227. Stage Make-up. (2)

Application of theatrical make-up for various character types and styles. Structure of the face and its relationship to theatrical make-up.

TR 251. Stagecraft. (4)

Introduction to scenery construction and the elements of theatrical design. Laboratory required. I.

TR 253. Lighting. (3)

Introduction to the principles and theories of lighting stage productions. Laboratory required. II.

TR 255. Costume Techniques/Design. (3)

Costume construction including the study of fabrics, color, fundamentals of pattern making, elements of design, and construction of costumes for stage productions. Laboratory required.

TR 271. Principles of Acting. (3)

Training in basic elements of the performer's craft. Exercises and class projects to facilitate the understanding of and sensitivity to a given theatrical situation. I.

TR 272. Principles of Scene Work. (3)

Exploration of texts, language and scenes. In-depth analysis of an action; experience in class presentations. Prerequisite: TR 271 or permission of department. II.

TR 281. Script Analysis/Directing Principles. (3)

Analysis of scripts with application to directing fundamentals in a laboratory experiential situation. Prerequisite: permission of department.

TR 285. Theatre Technical Practicum. (1-2)

Participatory stagecraft and production experience. May be repeated for credit. Prerequisite: permission of department.

TR 285. Costume Practicum. (1-2)

Participatory experience assisting the design and execution of costumes for department production. May be repeated for credit. Prerequisite: permission of department.

TR 285. Stage Management Practicum. (1-2)

Participatory experience by assuming duties as stage manager or assistant stage manager for department production. May be repeated for credit. Prerequisite: permission of department.

TR 285. Directing Practicum. (1-2)

Participatory experience by assuming duties as assistant director for department production. May be repeated for credit. Prerequisite: permission of department.

TR/GS 302. Therapeutic Uses of Drama. (1)

The role of drama in activity and treatment programs for the aged. Various techniques to design effective programs for older people.

TR/EN 321. Playwriting (3)

Basic technique of writing for the stage. Prerequisite: permission of instructor.

TR 324. History and Literature of the Theatre II. (3)

Development of theatre and drama from the Elizabethan period to the present. **Meets the Communication Intensive course requirement in the major. II.**

TR 361. Stage Management. (3)

Techniques for stage managers in educational, community and professional productions.

TR 377. Auditioning Techniques. (3)

Preparatory steps for interviews, auditions, selection of material, proper dress, demeanor and media; resume and vitae writing; practical class projects. Prerequisite: permission of department.

TR 380. Special Topics. (1-3)

Selected topics to be determined by the department.

TR 390. Directed Studies. (3)

Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: permission of department. May be repeated for credit with departmental approval.

TR 391. Repertory Theatre. (3)

Under faculty supervision, advanced acting and directing projects will be pursued in a repertory theatre format. This course is intended to prepare students specifically for the senior capstone experience. Prerequisite: permission of the department.

TR/CO 411. Media Production and Performance. (3)

The influence of media on the actor's performance and study of production styles within an

audio or video context. Script, blocking for video, and working with actors, directors and production crew. Script adaptation, pre-production planning, actual production, and post-production editing and evaluation. Prerequisite: departmental approval.

TR 415. Playwright Seminar. (3)

Analysis of significant plays and their respective playwrights, including major periods of theatrical history, both European and American.

TR 425. Dramatic Theory and Criticism. (3)

Study of the major documents in dramatic theory and criticism, including commentaries from 500 B.C. through the 20th Century.

TR 451. Scene Design Concepts. (3)

Principles and theories of scenic composition. Survey of architectural and scenic styles. Practice in model craft. Prerequisite: TR 251 or equivalent.

TR 452. Scene Design Techniques. (3)

Survey of theatre architecture. Study of the designer in a production organization. Practice in drafting and perspective drawing with computer-aided drafting. Prerequisite: TR 251 or equivalent.

TR 453. Scenery-Prop Construction. (3)

Advanced techniques in woodworking, painting, metal, fabric and plastics. Prerequisite: TR 251 or permission of department.

TR 454. Advanced Lighting and Sound Design. (3)

Practice in different approaches to stage lighting and sound design through light plots, sound engineering, and realized demonstrations. Prerequisite: TR 253 or departmental approval.

TR 455. History of Costume. (3)

Survey of historical dress from the Egyptians to the present. Practice in research and costume design.

TR 457. Advanced Design Project. (2)

Advanced projects in the principles and theory of design (scene/light/costume/sound); possible designing for theatre productions. Prerequisite: permission of department. May be repeated for credit.

TR 462. Theatre Management. (3)

Survey of business management in educational, community and professional theatre.

TR 463. Advanced Directing. (3)

Practical application of principles and directorial concepts in class and studio projects. Prerequisite: TR 281 or permission of department.

TR 465. Theatre Management Practicum. (1-2)

Participatory experience in Goppert Theatre management for advanced students. Selected individual projects prepare students for future management situations. May be repeated for credit. Prerequisite: TR 462.

TR 471. Acting Styles I. (3)

Examination of classical acting technique through discussion of period style, acting exercises, and scene work. Styles covered include Classical Greek, Roman comedy, Elizabethan comedy and tragedy, and Restoration/French neo-Classical. Prerequisite: TR 271, 272, or departmental approval.

TR 473. Acting Styles II. (3)

Examination of contemporary acting technique through discussion of experimental style, acting exercises, and scene work. Styles covered include 1960s experimental theatre, theatre of images, theatre of commitment, and post-modernism. Prerequisites: TR 271, 272, or departmental approval.

TR 477. Advanced Acting. (3)

Addresses advanced acting technique and form through class discussion, improvisation, and scene work. Individual and group projects at the advanced level. May be repeated for credit. Prerequisites: TR 271, 272 or departmental approval.

TR 480. Special Topics. (1-3)

Selected topics to be determined by the department.

TR 490. Directed Studies. (3)

Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: permission of department. May be repeated for credit with departmental approval.

TR 495. Internship. (3)

Student pursues, under faculty supervision, an internship project in the area of choice. Prerequisite: permission of department.

TR 499. Senior Project. (3)

Senior capstone experience in individual student's discipline incorporating all areas of concentration. **Meets the Capstone course requirement in the major and the Communication Intensive course requirement in the major.** Prerequisites: permission of department and senior standing.

Washington Center

No major or minor offered.

WASHINGTON CENTER COURSE

Dept. 303 Washington Center

Washington Center is a non-profit organization in Washington, D.C. that provides placement, supervision and evaluation for 1) internships and 2) seminars in a wide variety of academic areas. Consult the Washington Center Coordinator for details. The department in which the internship and/or seminar takes place will be reflected on the student's transcript.

Women's Studies (WS)

Women's Studies is a multidisciplinary program at Avila University. The Women's Studies minor aims to build an awareness of women's rich history and culture, an understanding of their contemporary status, and a consideration of their future possibilities. Women's Studies courses are more than simply courses about women. Rather, they exhibit a sensitivity to women and women's issues and contain within them a feminist theoretical framework around which course material is organized. Courses emphasize women's intellectual and creative contributions and sensitize people to women's concerns. Taught and taken by women and men, Women's Studies courses teach the significance of gender in our lives and an ability to interpret

and study academic disciplines from a feminist perspective.

No major is offered.

Minor:

Eighteen hours in Women's Studies courses including WS/IS 310. Students choose the remaining 15 hours of WS courses with the advisor's approval. No more than six hours may be earned from the same discipline.

WOMEN'S STUDIES COURSES (WS)

WS/IS 310. Images and Realities of Women. (3)

This course examines the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. Using history, psychology and feminist theory, students will examine a number of diverse and contradictory images of women found in literature, film, television and music. Students will relate these images to the realities of women's lived experiences. In addition, students will analyze the ways gender, as well as race, sexual identity and social class affect access to opportunity, power and resources. CORE-III.

WS/RS 111. Introduction To Religious Studies. (3)

This course involves critical thinking about God, religion and the human endeavor. Since Christian Theology has been systematized by celibate ordained males from Europe, this course also examines the reasons for this dominant perspective plus the ancient and current contributions of women to the Christian Theological tradition. CORE-II.

WS/PL 225. Women Philosophers. (1-3)

This course examines the philosophy of numerous contemporary women philosophers on a wide variety of subjects, including women's nature and values, social and political philosophy, law, religion and ethics. These philosophical writings present a woman's perspective with the intent of encouraging women to value and trust their experiences and ideas.

WS/RS 225. Catholicism. (3)

This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments, and

the Church. We also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II.

WS/EN 275. Women and Literature. (3)

In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. I. CORE II.

WS/HI 311. American Women in the Twentieth-Century. (3)

An investigation of women's experiences as workers, family members, and citizens in twentieth-century America. We explore changing cultural images of women, examine the role of gender in structuring American society and compare the experiences of American women from a variety of class, race and ethnic groups. We also consider ways in which women's status and concerns in the United States differ from those of women in the non-Western world.

WS/PY 312. The Psychology of Women. (3)

This course explores how women have traditionally been represented in psychology. We discuss biological, psychological and social influences which contribute to gender differences in experience. The class focuses on women's diversity with respect to race and ethnicity, sexual orientation and age. CORE-II.

WS/SO 315. Women Through the Life-Cycle. (3)

This course explores the status and roles of women across the life cycle including child/adult socialization as well as the effect of cultural values and stereotypes on status attainment for women. Issues relevant to mid- and later-life women will also be addressed.

WS/PS 315. Women in Politics. (3)

This course examines the role women play in political life both in the U.S. and around the world. It analyzes the growth of women's political rights, patterns and perceptions of women in the electoral process, and the structural barriers to women's representation. It concludes by looking at the roles women play in the legislative process.

WS/SO 315. Women and Work. (1-4)

This course examines the status of women in a variety of work settings: domestic, blue-collar, and professional. Structural issues and socio-cultural themes which facilitate/inhibit the participation of women in the work force will be examined through specific issues: gender inequality/segregation in the workplace, the "glass ceiling," sexual harassment, stress/burnout, and minority status.

WS/AN 315. Women in Other Cultures. (3)

A cross-cultural study of women's status and roles in selected ethnic or cultural groups in differing stages of development, including forager, agrarian, industrial and post-industrial societies.

WS/IS/RS 319. Women, Religion and Community in the U.S. (3)

This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-III.

WS/IS 323. Eurowomen: A Dramatic History. (3)

This course will examine the role of women in European society from 1500 to the present from the disciplinary perspectives of history and theatre. Class members will be asked to contemplate the use of gender as a universal category of historical investigation and dramatic criticism. Focusing on the impact on European women, possible topics include: the Renaissance and Reformation, the Witchcraze, the Enlightenment, the French Revolution, the industrial revolution and the growth of consumerism, the "new woman," Feminism, the First World War, and World War II. Playwrights for analysis may include: Hrotswitha, Shakespeare, Ibsen, Strindberg, Kokoschka, and Kesselman.

WS/RS 325. Women in Theological Perspective. (3)

This course investigates the history of women in the Judeo-Christian tradition. We explore rituals, scriptures and social and cultural attitudes and analyze contemporary theological perspectives in light of the ancient teachings.

WS/IS 331. Women and Science. (3)

This course introduces students to the complex relationship between women and science, beginning with representative of female biology in Greek texts and in the writings of Bacon, Harvey and Hunter. Section two examines both general nineteenth and twentieth-century patterns and trends and the achievements of individual women scientists. Students analyze persistent barriers to women's participation and advancement and the methods employed to overcome such barriers. The course concludes with an analysis of the nature of objectivity in scientific procedure and the value and impact of feminist critiques. CORE-III.

WS/IS 333. Gender Communications. (3)

A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. Core-III. II.

WS/IS 334. Ancient Women. (3)

This course examines the role of women in ancient Egypt, Greece, and Rome from the perspectives of history and theatre. Using gender as a universal category of historical investigation and dramatic criticism, the images and realities of ancient women will be explored as reflected in plays on stage and in contemporary accounts. Possible topics include goddesses in Western mythology, women in ancient Egyptian society, women and early drama in ancient Greece, and women during the Roman Empire.

WS/PS 335. Legal Rights of Women. (3)

Exploration of the current issues surrounding women's rights. Topics include credit rights, employment rights, procreation rights, political (citizen) rights, etc.

WS 380. Topics in Women's Studies. (1-3)

Special topics in women's studies are explored from a variety of academic disciplines. Course

topics are determined based on faculty/student interest and program needs.

WS/CO 383. Women and the Media. (3)

A critical/cultural approach will provide a framework for understanding how gender, class, and race influence the production, construction, and consumption of images in television, movies, magazines and advertising.

GRADUATE PROGRAMS/COURSES



Academic Policies

Assessment Program

Avila University is committed to evaluating the performance of the university as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila's students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the university and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Catalog Student Must Follow

The catalog in existence at the time a student first enrolls at Avila University is the one a student should follow in order to fulfill graduation requirements. With departmental approval, a student may choose to fulfill degree requirements under another catalog in existence during the student's attendance at Avila University. Forms to change a catalog are available in the Registrar's office.

If a student does not attend Avila University for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Admission to a Graduate Program

Persons applying for admission to one of Avila University's graduate programs should follow the admissions procedures outlined in the respective section for each of the graduate programs. An official transcript showing the highest degree earned is required for each graduate program.

Progress Toward Degree

A student accepted into a Graduate Program is expected to work consistently toward the degree and to register in the program until all requirements are met. Ordinarily, a student registers each semester for a minimum of three credit hours.

A student who does not register for graduate courses during two consecutive years will be required to reapply for admission to the Graduate Program; no fee is required for readmission.

To be granted a degree, all coursework must be completed within the timeframe specified by the given Graduate Program:

- MBA - Seven years;
- Psychology - Seven years;
- Education - Five years.

Transfer of Credit

Avila University accepts transfer credits from other institutions as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers. Ordinarily, only six (6) hours of "A" or "B" graduate coursework may be transferred into the MBA or Psychology programs. The Education program is a degree completion program and fifteen (15) hours of approved graduate coursework may be transferred.

Credit for Prior Learning

Avila University may provide graduate credit for prior learning that parallels department curricula. Evidence of prior learning must be documented in a structured portfolio for evaluation by the graduate faculty or must be validated by a departmental examination. Students interested in applying for prior learning credit should consult their advisor for detailed information. Each graduate program determines the maximum number of credits that will be granted.

Academic Advising

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about university policies, services or professional opportunities.

Student Responsibility for Degree Completion

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student's progress toward graduation, ultimately it is the student's responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours he or she has completed toward graduation.

Registration

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

- During the first week of a 15-week course, including arranged classes;
- Up to one week prior to the beginning of a weekend intensive course;
- On the first day of class for 5-week, 6-week, 7-week and summer classes.

A late registration fee will be charged.

Repeated Course Work

Graduate students may repeat courses according to the policy of the program in which they are enrolled. The most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record and credit is forfeited for all previous attempts.

- MBA Program: Students may repeat those courses in which they earned a grade of "C" or "F". Only two courses may be repeated during the entire program.
- Education/Psychology Programs: Only one course may be repeated during the entire program.

Independent Study

Students may enroll for independent study with the permission of the instructor and the Department Chairperson. For students in Education and in Psychology, independent study is limited to three credit hours.

Courses Offered for both Graduate and Undergraduate Credit

Students enrolled in Graduate Programs may take courses which are cross-listed and offered for both graduate and undergraduate credit. However, they must take a minimum number of credits in courses exclusively reserved for graduate students as indicated below:

MBA	24 hours
Education	32 hours
Psychology	54 hours

Class Attendance

Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of "F".

Academic Honesty

Avila University expects and requires academic honesty from all members of the university community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The university defines "cheating" to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling or stealing copies of exams or other projects.

The university defines "plagiarism" as taking ideas from another and passing them off as one's own. Included would be the practice of incorporating portions from a book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from someone and submitting it as one's own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an "F". Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the university.

After informing the student of the sanction, the instructor may (if this is a first offense) notify the Academic Dean as to the nature of the offense and the sanction imposed. After the student's second offense, the instructor must notify the Academic Dean who will relate this confidential information to the academic advisor.

For the third reported offense of cheating or plagiarizing, the student will be required to appear before the University Judicial Board. After hearing the case, this board has the right to impose a further sanction beyond that imposed by the instructor. The maximum sanction available to the University Judicial Board is to dismiss the student from the university for repeated offenses.

Records of accumulated reported offenses of cheating and plagiarizing will be maintained in the office of the Academic Dean. When the student graduates from Avila University, these records will be destroyed.

Program Changes and Withdrawals

Program changes and withdrawals are official when forms that are available in the Registrar's Office have been obtained, completed and returned by the student to that office. Students who do not officially withdraw from a course by the date published in the class schedule will receive a final grade of "F".

The fee for each change is \$15. There is no fee for changes made as the result of classes cancelled by the university.

The MBA Program meets on a trimester calendar (11-weeks). The fall trimester begins in early September and runs through the week prior to Thanksgiving. The winter trimester begins early January and runs through mid-March. The spring trimester begins the last of March and runs through early June. The summer session (8-weeks) runs mid-June through mid-August. The last date to change to audit or drop a trimester-long MBA class will be prior to the eighth class meeting.

Credit Hours and Grading System

Grades	Points per credit hour
A = Excellent	4
B = Good	3
C = Minimum Pass	2
D = Below Passing	1
F = Failing	0

W = Withdrawal without academic assessment

AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may change a credit course to audit prior to the eleventh week of classes; students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of "AU" is recorded on the transcript.

I = Incomplete. Course work required for a grade must be completed within six weeks after the close of a session unless a different time is stipulated by the instructor; if not, the grade of Incomplete will be changed to an "F". All assigned incomplete grades must have a Contract for an Incomplete Grade form completed and submitted by the instructor along with the final grade sheet. The Contract for an Incomplete Grade form can be obtained in the Registrar's Office. The charge for changing an Incomplete Grade is \$5 per incomplete. See MBA program for policy on incomplete (I) grade in a graduate Directed Study or Research Course.

The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU and I. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

Grade Reports

Students with an "F" grade in any course at mid-semester will be notified.

At the end of each semester a copy of the student's grades is mailed to the student's home address.

Transcripts

Students who have satisfied all financial obligations to the University are entitled to a transcript of their academic record.

Due to the confidential nature of a student's record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Office of the Registrar.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student for personal use. The fee for each transcript is \$2, payable in advance.

Release of Student Information

Avila University is in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, for rights of privacy and access to official educational records whether maintained in the Registrar's Office or by the advisor or instructor(s). Official student records are maintained in the Office of the Registrar. Students and parents of dependent students may request to review official educational records as follows:

Procedure:

- 1) A student must complete an Enrollment Certification Release form from the Registrar's Office. Parents must supply evidence of the income-tax dependency of the student, if the student does not sign a release.
- 2) An appointment must be set with the Registrar to review the record.
- 3) If a parent provides documentation of dependent tax status, the Registrar will notify the advisor and instructor(s).

Avila University will release the following information regarding a student (unless the student states in writing that no information is to be released about him/her):

- 1) That the student is enrolled (full or part-time status is NOT released);
- 2) The name and major of a student for the Honor's Program Booklet, Commencement Booklet and Recognition Program Booklet and hometown newspaper when an academic honor is received.

Avila University will NOT release the address or telephone number of a student to any outside source or to any university personnel who does not have a legitimate reason for receiving such information.

Procedure for Grade Appeal

Students have recourse to an appeals procedure for the review of student course grades received at Avila University. Guidelines and Request Forms are available in the Office of the Academic Dean. The deadline for appealing grades is published in the course schedule.

Application for Degree

Students must file an application for degree with the Registrar's Office during the semester prior to their final semester at the university, stating the expected date of degree completion. There is a penalty fee for filing after the published deadline date.

Deadline dates for filing:

March for Summer degree candidates

April for December degree candidates

September for May degree candidates

(check the academic calendar listed in the class schedule for specific dates)

If students do not complete the degree requirements by the expected date of completion, they must file a new degree application in the Registrar's Office.

After the degree application is filed with the Registrar's Office, a survey of all academic work is reviewed by the Registrar to verify degree requirements still needing to be satisfied. Written notification of those requirements will be sent from the Registrar to the student.

Participation in Commencement

Students who have three (3) or fewer credits to complete during the summer session may participate in the May Commencement exercises.

Course Numbering System

- 001-099 Skills courses - these courses will not count toward the total hours for graduation.
- 101-199 Introductory courses
- 201-299 More advanced introductory courses; may have prerequisites
- 310-449 Upper-division courses open to all students
- 451-499 Upper-division courses open to majors/minors only
- 501-599 Foundational graduate courses
- 601-699 Graduate courses

Consecutive numbers separated by a comma, e.g., FR 111, 112, indicate a course sequence through the year.

The number in parentheses after the course title indicates the credit in semester hours.

The Roman numeral following the course description indicates the semester in which the course is given. First semester course offerings are indicated by I; second semester, II; summer session, S. Where frequency of course offering is not indicated, the course is given as required.

Programs and Courses of Instruction

Master of Business Administration (MBA)

Concentrations:

- Accounting
- Finance
- General Management
- Health Care Administration
- International Business
- Management Information Systems
- Marketing

The MBA program provides preparation for men and women to assume administrative positions in a broad range of business and other types of institutions within our society. A student with a bachelor's degree in any academic discipline may enroll in Avila's MBA program.

MBA Schedule

The Avila MBA is an evening program offered in an 11-week trimester scheduling format. The fall trimester meets from early September through mid-November. The winter trimester meets from early January through mid-March. The spring trimester meets from late March through early June. The summer session is eight weeks from mid-June through mid-August.

Admission Requirements

Admission requirements for the MBA program are a baccalaureate degree from an accredited institution and at least 1000 points based on the formula: $200 \times \text{the GPA on the last 60/90 semester/quarter hours (4.0 system)} + \text{the GMAT score}$. International students should also have a minimum 550 score on the TOEFL test. Students not meeting these requirements may petition for admission. Each student will be asked to demonstrate writing skills upon admission.

Candidacy Status

Upon having satisfied all admission criteria identified above, having demonstrated a satisfactory level of written and oral communication

skills, spreadsheet and word processing computer application skills, and having completed nine (9) hours of graduate work with a grade point average of 3.0 or better, the student must apply for candidacy status. Only students approved for candidacy status will be permitted to continue in the degree program.

Requirements for Graduation

All study programs shall require at least 24 hours of foundation courses associated with an education for business. This requirement may be met with a combination of undergraduate and graduate work. Additionally, the MBA student must complete at least 24 hours of additional graduate work. Each program must involve a minimum of 30 total graduate hours of which 24 hours are open exclusively to graduate students. A maximum of six (6) graduate hours may be transferred from another accredited institution toward the minimum 30-hour requirement.

All concentrations, except accounting and health care administration, require the completion of 9 hours of work in an area of concentration beyond the foundation level. The accounting and health care administration concentrations require 12 hours. Principal graduate courses otherwise required may be counted in this 9-hour requirement when relevant to the concentration selected. All students must file an application for degree in accordance with guidelines set forth by the University. A 3.0 grade average is required in graduate courses. All requirements for the degree program must be completed within a seven-year period.

Incomplete Grade in Directed Study or Research

Any incomplete (I) grade in a graduate Directed Study or Research course not completed for evaluation by the first day of the second session or semester following the one in which the student initially enrolled will be changed to "F".

In order to extend the time for completing the work, the student must again enroll in the course and pay the tuition.

The Curriculum

The specific courses required of a particular student in completing the program depends on his or her prior educational background and the specific concentration selected. Courses may be classified as prerequisite, foundation and principal courses.

Prerequisite Courses

Math requirement:

Accounting concentration – MA 120
College Algebra

All other concentrations – either MA 115
Finite Mathematics or MA 120 College Algebra

Required in specific concentrations:

Management Information Systems –
Two semesters of computer language(s)
International Business –
Two years of a second modern language

Accounting

Cost Accounting (AC 355)
Intermediate Accounting I (AC 361)
Intermediate Accounting II (AC 362)
Auditing (AC 370)
Tax Accounting (AC 451)
Advanced Accounting (AC 460)

Foundation Courses

Foundation courses may be satisfied by previous undergraduate work.

Financial Accounting (AC 501)
Economic Concepts (EC 501)
Statistical Analysis (EC 540)
Quantitative Analysis (EC 541)
Business Legislation (BU 501)
Management Processes (BU 521)
Marketing Management (BU 610)
Financial Management I (BU 630)

Principle Courses

The following principle graduate courses are required in all or most concentrations, particularly the programs of students with undergraduate business degrees.

Organizational Behavior and Development (BU 622)
Organization Policy and Strategy (BU 699)
Business, Government and Society (BU 601)
Marketing Strategy (BU 615)

Financial Management II (BU 635)
Current Issues in Management (BU 629)
Aggregate Income Analysis (EC 611)
or Managerial Economics (EC 612)
Managerial Accounting (AC 650)
or Management Information Systems (BU 661)

GRADUATE BUSINESS CERTIFICATE PROGRAMS

Also offered are Graduate Business Certificates in Accounting, Finance, Health Care Administration, International Business, Management, Management Information Systems, and Marketing.

Admission to the Graduate Business Certificate Program will be granted to those holding a Masters Degree from an accredited institution in any discipline. Admission will also be granted to those with undergraduate degrees from an accredited institution in any discipline and having a cumulative grade point average (GPA) of 3.0 or greater for their last 60 hours of academic work. Those that have graduated from an accredited institution but do not meet the minimum GPA criteria may be admitted provisionally to the program. In order to gain full admission, they must receive a grade of "B" or better on all courses marked with ** in their respective certificate program. College Algebra with a minimum grade of "C" is required for all certificate programs.

Finance (Max 18 - Min 9 hours)

AC 501 Financial Accounting**
EC 501 Economic Concepts**
EC 540 Statistic Analysis**
BU 630 Financial Management I**
BU 635 Financial Management II
BU 638 Financial Markets and Instruments
BU 637 International Finance (will be included only if BU 630 is waived)

Health Care Administration

(Max 18 - Min 12 hours)

AC 501 Financial Accounting**
EC 501 Economic Concepts**
BU 671 Health Care Systems
BU 672 Economic and Political Context of Health Care
BU 673 Special Problems in Health Care Management

BU 674 Current Issues in Health Care Administration

International Business (Max 21 - Min 9 hours)

AC 501 Financial Accounting**
 EC 501 Economic Concepts**
 BU 610 Marketing Management**
 BU 630 Financial Management I**
 BU 611 International Marketing
 BU 637 International Finance
 EC 682 International Economics

Management (Max 18 - Min 9 hours)

BU 505 Business Legislation**
 BU 521 Management Process**
 BU 601 Business, Government and Society
 BU 622 Organizational Behavior and Development**
 BU 629 Current Issues in Management
 BU 680 Human Resource Management (or management elective)

Management Information Systems (Max 15 - Min 9 hours)

AC 501 Financial Accounting**
 BU 630 Financial Management I**
 BU 661 Management Information Systems
 BU 664 Seminar in Management Information Systems
 BU 665 Managing I/T Communications

Marketing (Max 15 - Min 9 hours)

EC 501 Economic Concepts**
 BU 610 Marketing Management**
 BU 613 Promotion Management or BU 611 - International Marketing
 BU 615 Marketing Strategy
 BU 617 Marketing Analysis

Accounting (Max 15 - Min 12 hours)

The accounting certificate prerequisites include 24 hours of undergraduate accounting including: Accounting I & II, Intermediate Accounting I & II, Tax Accounting, Cost Accounting, Auditing and Advanced Accounting. A grade of "C" or better is required. Graduate Business Certificate course work, in conjunction with accounting prerequisites, help satisfy education requirements to sit for the CPA exam in both Kansas and Missouri.

BU 661 Management Information Systems**
 AC 652 Advanced Tax Accounting
 AC 655 Advanced Cost Accounting
 AC 670 Advanced Auditing
 AC 675 Advanced Accounting Theory

Courses marked with ** may be waived from the certificate program if comparable course work has been successfully completed with a grade of "B" or better at the graduate or undergraduate level. All other courses listed will be required for certificate completion.

GRADUATE COURSES IN ACCOUNTING

AC 501. Financial Accounting. (3)

An introduction to accounting concepts and procedures. Prerequisite: Accounting concentration - MA 120. All others - MA 115 or MA 120.

AC 650. Managerial Accounting. (3)

A study of accounting concepts as applied in manufacturing and merchandising firms emphasizing analysis of financial statements and managerial use of cost data. Prerequisite: AC 501 or equivalent.

AC 652. Advanced Tax Accounting. (3)

An advanced study of federal income taxation of business entities, with an introduction to tax research. Prerequisite: AC 451 or equivalent.

AC 653. Taxation and Decision Making. (3)

A discussion of aspects of individual, partnership, corporate and estate taxation, emphasizing tax planning. It is designed for the non-accounting major and is not open to students who have completed AC 451, AC 452 or AC 652. Prerequisite: AC 501 or equivalent.

AC 655. Advanced Cost Accounting. (3)

A study of additional cost accounting techniques, emphasizing advanced applications. Prerequisite: AC 355 or equivalent.

AC 670. Advanced Auditing. (3)

Emphasis is given to techniques used in arriving at audit decisions and the practical implementation of such audit decisions. Prerequisite: AC 370 or equivalent.

AC 675. Advanced Accounting Theory. (3)

An evaluation of accounting theory in relation to user satisfaction, emphasizing resource flows, asset valuation and accounting history. Prerequisite: AC 362 or equivalent.

AC 690. Directed Study in Accounting. (3)

Independent study of an approved topic not parallel with the content of any other course offering.

AC 698. Accounting Research. (3)

Independent research resulting in the completion and defense of a master's thesis. This is an optional course not required for MBA students. Graded as Credit/No Credit.

GRADUATE COURSES IN BUSINESS ADMINISTRATION**BU 505. Business Legislation. (3)**

A study of the legal issues inherent to business transactions.

BU 521. Management Processes. (3)

An overview of management processes performed in complex organizations.

BU 601. Business, Government and Society. (3)

A review of the basic means-ends relationship which exist among society's goals and the various units comprising the economic and political systems, with special emphasis given to ethical behavior. Prerequisite: EC 501.

BU 610. Marketing Management. (3)

An introduction to the fundamentals of marketing management and strategy formulation with special emphasis on segmenting markets and research, product, pricing, promotion, distribution and channel or place decisions. Prerequisite: EC 501 or equivalent.

BU 611. International Marketing. (3)

Introduction to the special problems associated with marketing in international environments. Prerequisites: BU 610, BU 521 and BU 630 or equivalents.

BU 613. Promotion Management. (3)

Analysis of consumer and buyer behavior and the study of personal selling, advertising, sales promotion and publicity as they relate to structuring a balanced promotional mix and a mar-

keting communication system. Prerequisite: BU 610 or equivalent.

BU 614. Marketing Channel Management. (3)

Analysis of factors basic to the development of and problems associated with maintaining direct and indirect channels of distribution and the development of physical distribution systems. Prerequisite: BU 610 or equivalent.

BU 615. Marketing Strategy. (3)

Analysis of problems associated with the development, execution, evaluation and redirection of marketing programs, plans and strategies in a wide range of organizations. Prerequisites: BU 610, EC 501 or equivalents.

BU 616. Product and Pricing Strategies. (3)

Analysis of problems associated with the development and commercialization of products and alternative pricing strategies utilized at various stages of product/brand life cycle. Prerequisite: BU 610 or equivalent.

BU 617. Marketing Analysis. (3)

Analysis of the techniques and methods utilized in planning, executing and reporting results of marketing research in a managerially useful manner. No credit for those who have completed BU 417 or equivalent. Prerequisites: BU 610 and EC 540 or equivalents.

BU 622. Organization Behavior and Development. (3)

The study of the structure, individual and group behavior, and development of organizations. Prerequisite: BU 521 or equivalent.

BU 629. Current Issues in Management. (3)

Analysis of special problems, trends and developments in areas of general management. Prerequisites: BU 521 or equivalent.

BU 630. Financial Management I. (3)

A study of the principles of financial management and the application of those principles to major financial management decisions. Prerequisites: AC 501, EC 501, EC 540 or equivalents.

BU 631. Advanced Security Analysis. (3)

A study of techniques for evaluating investments in common stock, preferred stock, corpo-

rate bonds and government bonds. Prerequisite: BU 630 or equivalent.

BU 635. Financial Management II. (3)

Develops students' understanding of issues in financial management through application of finance principles via case studies. Prerequisite: BU 630 or equivalent. Spreadsheet skills are recommended.

BU 636. Financial Management III. (3)

Discussion of advanced theoretical issues and case problems in financial management. Prerequisites: BU 630 and BU 635 or equivalents.

BU 637. International Finance. (3)

A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisite: BU 630 or equivalent.

BU 638. Financial Markets and Instruments. (3)

An analysis of the financial instruments and the operation of these markets in promoting capital formation, investment flows and risk management. Prerequisite: BU 630 or equivalent.

BU 661. Management Information Systems. (3)

Designed to assist students in developing the ability to determine an organization's information needs, to relate key organizational decisions to their underlying sources of data and to evaluate overall information systems. Prerequisites: AC 501, BU 521, BU 610, BU 630 or equivalents. AC 650 is recommended.

BU 664. Seminar in Management Information Systems. (3)

This seminar will involve the identification and in-depth analysis of problems, trends, and issues currently encountered by management information professionals. Prerequisite: Two semesters of computer language.

BU 665. Managing I/T Communications. (3)

Managerial use of computer networks to improve organizational efficiency and gain competitive advantage in the global marketplace.

Project management to assess network requirements and network selection emphasizes strategic planning in the decision process. Prerequisite: BU 661 or consent of graduate advisor.

BU 666. Production/Operations Management. (3)

A study and analysis of methods and techniques utilized in managing the operations function. Prerequisites: BU 521, EC 501, EC 541 or equivalent.

BU 667. Procurement Management. (3)

A study of procurement management and an analysis of problems associated with the purchase of a wide variety of industrial products and services. Prerequisites: BU 521, EC 501, EC 540, EC 541 or equivalents.

BU 671. Health Care Systems. (3)

An examination of the interrelationships which exist among the various components of the health services industry and the role each plays in the delivery of health care services. Prerequisites: BU 521 and EC 501 or equivalents.

BU 672. Economic and Political Context of Health Care. (3)

An analysis of demand for and costs of providing health care services from both a macro and micro perspective and analysis of the supportive and regulatory aspects of public policy that impact the health care industry. Prerequisites: AC 501, BU 521 and EC 501 or equivalents.

BU 673. Special Problems in Health Care Management. (3)

An investigation of special problems associated with the management of health care institutions. Prerequisites: AC 501, BU 521, BU 610, BU 630 and BU 671 or equivalents.

BU 674. Current Issues in Health Care Administration. (3)

Analysis of special issues and trends in the field of health care. Prerequisites: AC 501, BU 521, BU 610, BU 630, BU 671 or equivalents.

BU 680. Special Topics. (1-3)

Selected graduate topics to be determined at the discretion of the department.

BU 690. Directed Study in Business. (3)

Independent study of an approved topic not parallel with the content of any other course offering.

BU 698. Business Research. (3)

Independent research resulting in the completion and defense of a master's thesis. This is an optional course not required for MBA students. It may be taken more than once. Graded as Credit/No Credit.

BU 699. Organization Policy and Strategy. (3)

A capstone course, taken preferably in the last semester of study, that synthesizes learning through case analysis and simulation of organization management. Prerequisites: BU 521, BU 610, BU 630 or equivalents.

GRADUATE COURSES IN ECONOMICS**EC 501. Economic Concepts. (3)**

An introduction to fundamental macroeconomic and microeconomic concepts which provide the background for economic analysis.

EC 540. Statistical Analysis. (3)

An introduction to basic statistical techniques which involves methods of collecting and analyzing data with an emphasis on inferential statistical techniques used for hypothesis testing and decision making. Prerequisite: MA 115 or equivalent.

EC 541. Quantitative Analysis. (3)

An introduction to quantitative analysis techniques needed to apply models to situations in business and economics. Prerequisites: AC 501, EC 501, EC 540 or equivalents.

EC 603. Business and Economic Forecasting. (3)

An analytical approach to developing a forecast for the economy and its relationship to forecasting industries and firms market potential. Prerequisite: EC 501 or equivalent.

EC 611. Aggregate Income Analysis. (3)

An analysis of macroeconomic variables and models from the viewpoint of how business fluctuations and external economic variables impact business decision making. Prerequisite: EC 501 or equivalent.

EC 612. Managerial Economics. (3)

Study of microeconomic analysis and models relevant to a broad cross section of decision within the business firm. Prerequisites: EC 501, EC 541 or equivalents.

EC 682. International Economics. (3)

An introduction to the theory, structure and policies of international trade and international financial institutions. Prerequisite: EC 501 or equivalent.

EC 690. Directed Study in Economics. (3)

Independent study of an approved topic not parallel with the content of any other specific course offering.

EC 698. Economic Research. (3)

Independent research resulting in the completion and defense of a master's thesis. This is an optional course and not required for MBA students. It may be taken more than once. Graded as Credit/No Credit.

Graduate Level Education Certification Program

This program is designed for the adult who has completed a baccalaureate degree and wishes to pursue teaching certification. The education courses required for the 9-12 (high school) teaching certificate are offered in an accelerated format at a graduate level. Some courses for elementary, special education and middle school education are also offered at a graduate level.

Students seeking certification for:

Elementary education, special education or middle school education may take the appropriate courses listed below. Additional undergraduate courses would be required to complete the state requirements for those certification areas.

All students completing a minimum of 15 hours in the certification program (not including student teaching/internship) with a 3.0 on a 4.0 scale are automatically eligible to apply to the Avila Master's completion program. Upon acceptance into the Master's program and successful completion of 18 additional graduate

hours, the student would earn a Master of Arts in Education.

Admission Requirements for the Certification Program (500 Level):

The applicant seeking admission to the program must:

1. Have a bachelor's degree from an accredited institution;
2. Complete all parts of the written application;
3. Submit one official transcript of all previous college work; and
4. Have a grade point average of 2.5 on a 4.0 scale.

Requirements for Certification Program Completion:

After acceptance into the program, the student's transcripts will be evaluated to determine the remaining requirements for certification depending upon the certification area desired.

Criteria for Teacher Certification

1. Admission to the University
2. Formal admission to the Division of Education by:
 - a. Attainment of at least 2.5 on a 4.0 scale for all college work.
 - b. Completion of 6 hours in education courses, including ED 585, with cumulative grade point average of at least 3.0 (on a 4.0 scale) for these 2 classes and with no grade below a "C."
 - c. A grade of "C" (2.0) or better in the following courses or their equivalents: English Composition I, English Composition II, Communications, and Finite Math or College Algebra.
 - d. Favorable recommendation of performance in activities for ED 585 Education Practicum, including mentor and instructor evaluation.
 - e. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of practicum supervisor, education faculty member(s) and background check.

3. Completion of all education coursework with grade point average of 3.0 on a 4.0 scale and no grade below "C."
4. Completion of all content courses required for certification and a 2.5 GPA on 4.0 scale and no grade below "C."
5. Successful completion of the Praxis Testing Program: The specialty Exam is required for Missouri certification. If Kansas certification is desired, completion of the Professional Knowledge section of the Praxis is necessary.

The course schedule is as follows:

Fall Semester

- | | |
|--------------|---|
| 1st Five Wks | ED 521 Developmental Psychology (2) |
| 2nd Five Wks | ED 535 Psychology of the Exceptional Child (3) |
| 3rd Five Wks | ED 587 Educational Foundations (3) |
| | *ED 581 Health & Safety Issues in Schools (1) |
| | **ED 585 Practicum (2) |
| | ***ED 594 Student Teaching/Internship Seminar (1) |
| | ***ED 595/596 Student Teaching/Internship (7) |

Spring Semester

- | | |
|---------------|---|
| 1st Eight Wks | ED 515 General Methods (3) |
| 2nd Five Wks | ED 519 Behavior Management (3) |
| 3rd Five Wks | ED 575 Reading in the Content Area (3) |
| | **ED 555 Special Methods (2) |
| | • Prerequisite or Corequisite: ED 515 |
| | *ED 581 Health & Safety Issues in Schools (1) |
| | **ED 585 Practicum (2) |
| | ***ED 594 Student Teaching/Internship Seminar (1) |
| | ***ED 595/596 Student Teaching/Internship (7) |

Summer Semester

- | | |
|-------------|-----------------------------|
| ED 587 | Educational Foundations (3) |
| 1st 5 Weeks | |

ED 519 Behavior Management (3)

2nd 5 Weeks

ED 535 Psychology of the Exceptional Child

2nd 5 Weeks

ED 575 Reading in the Content Area (3)

3rd 5 Weeks

*ED 581 Health & Safety Issues in Schools (1)

***ED 594 Student Teaching/Internship Seminar (1)

***ED 595/596 Student Teaching/Internship (7)

*Health & Safety Issues in Schools must be completed before Student Teaching/Internship.

**Available during the 1st five week session for that particular semester or can run longer than five weeks if necessary.

***All coursework must be completed prior to enrollment in Student Teaching/Internship and Seminar.

ED 515. General Methods and Observation in the Schools. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. II.

ED 519. Behavior Management: Theories and Techniques. (3)

Theories, techniques and current research concerning behavior management in classrooms. The emphasis is on a proactive integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan. II.

ED 520. Microcomputers in Education. (3)

Includes word processing and database activities, other forms of recordkeeping, an introduction to Hypercard, and other uses of computers in schools. I, II, S.

ED 521. Developmental Psychology. (2)

A survey of the main patterns of growth and development of the person over the life span; emphasis on the social, cognitive, emotional and physical development of the person. I.

ED 535. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to the various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally dis-

turbed, etc.) Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. I, S

ED 553. Analysis and Characteristics: Cross Categorical. (4)

Exploration of the theories and characteristics of behavior disorders, learning disabilities, mental handicaps, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implication, identification procedures, and diagnosis procedures will be discussed. I, even years.

ED 554. Middle School Teacher Skills/Knowledge Attitudes. (3)

The knowledge, skills, and attitude necessary to understand the basic organizational structure of the middle school and the necessary competencies to teach in an organization that stresses teamwork and collaboration. The course will provide simulated interdisciplinary team experiences, the opportunities to examine flexible grouping arrangements, block scheduling, effective school components and incorporating advising into the total school program. II.

ED 555. Special Methods of Teaching Content Subjects. (2)

Methods and procedures special to the content areas of middle and secondary teaching. I, II.

ED 558. Methods and Curriculum: Cross Categorical. (4)

Selection of appropriate teaching methods and materials applicable for teaching children in cross-categorical settings will be the focus of study. II, odd years.

ED 561. Speech and Language Problems of Exceptional Children. (3)

Exploration of speech and language problems associated with exceptional children; normal speech and language development, indication for referral, and educational techniques. II, even years.

ED 563. Educational Assessment. (3)

An analysis and study of selected topics pertinent to the assessment of educational functioning. Emphasis will be on diagnostic assessment,

both formal and informal, to aid in the diagnosis and treatment of learning problems occurring in special education settings, with the mainstreamed child, or with children needing individualized programming in regular classrooms. Students will administer and interpret several of the currently used assessment instruments. Fee required. II, odd years.

ED 565. Parent Conferencing for Elementary and Special Education Teachers. (2)

Methods in the conferencing situation; emphasis on developing a partnership with parents of children and family-focused interactions. II.

ED 567. Transition/Career Education. (2)

Methods for helping the exceptional child successfully make the transition from school to competitive employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. I, odd years.

ED 575. Reading in the Content Areas. (3)

Students will learn strategies for teaching reading, writing, speaking, and listening in the content areas. Methods of teaching effective comprehensive vocabulary, and study skills will be presented. Students will practice techniques for adapting materials and dealing with challenged readers. II.

ED 581. Health and Safety Issues in Schools. (3)

Presents an overview of health and safety issues specifically related to school settings. Students will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Students will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher's role in dealing with these situations will be discussed. I, II, S.

Note: Should be taken the semester before student teaching. CPR/First aid certification must be current during student teaching/internship.

ED 585. Practicum. (2-3)

Elementary, middle and secondary depending on major. Preservice experience of 40 hours in dif-

ferent classrooms off-campus is required. The preservice teacher will assist in activities with mentor teachers. This course serves as an early screening process for prospective teachers. The course requires 40 hours of observation/participation, which must be met during the regular school day. Students will meet on campus and communicate with instructor through e-mail. Evaluation will be based on professional performance, reflective writing, log and mentor evaluations. I, II.

ED 587. Educational Foundations. (3)

Examination of American education including philosophical, historical and social foundations; teaching as a profession; recent innovations; diversity and critical issues. All levels of schooling are explored including elementary, middle school and secondary education. I.

ED 594. Student Teaching/Internship Seminar. (1)

Must be taken concurrently with ED 595 Student Teaching. The seminar is an on-campus weekly meeting for the purposes of professional development, sharing of experiences, and compilation of the completed preservice portfolio. Students in ED 596 Internship will also participate in ED 594 though some requirements may be adapted for their unique circumstances. Prerequisites: admittance to the Education Division. All Education coursework completed. I, II, S.

ED 595. Student Teaching. (7)

Pre-professional experience in a classroom setting, supervision and guidance shared between the cooperating teacher and the university supervisory staff. Prerequisites: admittance to the Education Division. All Education coursework completed. I, II, S.

ED 596. Internship. (7)

Professional experience in teaching while in a paid position. Student must complete a contract with the sponsoring school and Avila University will provide a qualified mentor for intensive supervision. Prerequisites: admittance to the Education Division. All Education coursework completed. I, II, S.

Master of Arts in Education- Completion Program

The goal of the graduate program in education is to provide practicing teachers with skills necessary to become truly effective "master" teachers. The Master's Program in Education is unique in that there are two ways in which to enter the program.

1. Students who have completed the graduate certification program at Avila University by taking a minimum of 15 hours of 500 level courses in the program (not including student teaching/internship) may finish the master's degree at Avila by completing 18 hours of 600 level courses.
2. Practicing teachers may request up to 15 hours of graduate credits from other institutions be accepted toward the master's degree. The previous graduate coursework would be evaluated by the faculty members of the education graduate committee to determine the number of credits accepted. The student would then complete 18 hours of 600 level courses and any other requirements designated by the committee to complete the master's degree.

Classes are held once a week from 5:30 to 9:30 p.m. in 5- and 8-week blocks. A student may enter the program at the beginning of any of the 5- or 8-week sessions and does not need to be continually enrolled from session to session. The classes are set up allowing a student beginning in the fall to finish coursework in 2 semesters and a summer of continuous enrollment. The student is able to plan ahead for the entire program with class schedules guaranteed.

Admission Requirements for the Master's Completion Program:

The applicant seeking admission to this program:

Any student completing the graduate certification program at Avila University by taking a minimum of 15 hours of 500 level courses (not including student teaching/internship) is auto-

matically eligible for the master's completion program. They must simply complete all parts of the written application.

OR

1. Complete all parts of the written application.
2. Submit transcripts of graduate work from other institutions or consideration for transfer credit.
3. Have a minimum of a 3.0 grade point average on a 4.0 scale of graduate coursework.

Requirements for Master's Degree Completion Program:

The Master's degree in Education requires a minimum of 18 hours of coursework. A maximum of 15 hours of transfer credit is allowed upon approval of the Educational Graduate Committee. To maintain enrollment, the student must carry a 3.0 average in coursework, with no grade lower than a "C" (2.0). To successfully complete the graduate program in education, the student must pass each class and maintain a 3.0 grade point average.

Required Courses: ED 612, 615, 617, 630, 680 (3 hours total), and 684.

GRADUATE COURSES IN EDUCATION

ED 612. Measurement and Assessment. (3)

This course is designed to integrate planning, instruction, and measurement of the learning process. Thinking will be directed toward the assessment of student outcomes. Topics will include descriptive statistics, alternative assessments, classroom test characteristics, classroom test writing, and group test interpretation. I.

ED 615. Learning and Motivation. (3)

The purpose of this course is to survey the major theoretical concepts underlying how the human organism learns and what propels him/her to action. Implications for instruction, lesson planning, and assessment will be explored. II.

ED 617. Advanced Behavior Management. (3)

This course will focus on the application of specific ecological, behavioral, psychoeducational, and developmental theories to real classroom management and behavior problems. Students

should have a foundation in general classroom management models. I.

ED 630. Advanced Curriculum Development. (3)

The student will explore the basic concepts, terminology, philosophy and current research in curriculum planning; apply these factors both in class projects and teaching situations and be exposed to and analyze curricula of various school districts. Students will apply concepts to actual curriculum writing. II.

ED 680. Special Topics: Issues in Education. (1-3)

This course will offer a series of one hour intensive classes, topics dealing with current issues, such as site-based management, teacher as instructional leader and group process techniques. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them. I, II, S.

ED 684. Effective Instruction. (3)

The course includes the advanced study and implementation of learning theory, including motivation, reinforcement, lesson design, transfer, practice and higher level thinking skills. S.

Master of Science in Counseling Psychology

The Master of Science in Counseling Psychology (MSCP) program of Avila University is a part of a values-based community of learning which respects the worth and dignity of all persons. Within this context, we are committed to the scientist-practitioner model to:

- 1) train master's-level counseling psychologists for the delivery of mental health services in a variety of settings, such as mental health clinics, counseling centers, and human service agencies; and
- 2) prepare graduates for further study at the doctoral level.

These purposes are accomplished through a rigorous course of study that focuses on the integration of psychological theory and counseling skills. The curriculum is designed around a set of

Educational Outcomes that specifies the knowledge and skills students are expected to demonstrate upon graduation. Successful graduates will demonstrate an understanding of people and situations they can expect to encounter in their professional life, and will be able to develop a course of action with regard to these people and situations.

The MSCP program meets the Missouri state educational requirements for licensure as a counselor (Licensed Professional Counselor - LPC), and Kansas state educational requirements for licensure as a master's-level psychologist (Licensed Master's-Level Psychologist - LMLP) or as a Licensed Clinical Psychotherapist (LCP). The program is a member of the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council.

Admission Requirements

The applicant seeking admission to the program must:

1. Have a bachelor's degree from an accredited institution,
2. Complete all parts of the written application, including 2 letters of recommendation,
3. Submit one official transcript of all previous college work,
4. Have a grade point average of 3.0 on a 4.0 scale for at least the last 60 hours of undergraduate work,
5. Complete one of the following:
 - a. An undergraduate degree in Psychology; OR
 - b. All four of the following courses with a letter grade of "B" or higher: General Psychology, Theories of Personality, Abnormal Psychology, and Social Psychology; OR
 - c. Adjustment and Personal Growth (PY 501) and Self and Society (PY 502) with a letter grade of "B" or higher.
6. Take the general portion of the Graduate Record Examination and forward the scores to the Department at the time of application.

Requirements for Program Completion

The Master's degree carries a minimum of 54 hours of coursework and will be longer for some applicants with less background in psychology. Ordinarily only 6 hours of transfer credit are allowed. The student must maintain a 3.0 aver-

age in coursework with no grade lower than "C" (2.0).

The Counseling Practicum must be completed successfully before a student may enroll in Internship. The Internship includes a 750 hour placement with an outside agency. Evaluation must be favorable for completion of the degree. A passing score on a final comprehensive examination is required for completion of the degree. Arrangements for the exam must be made toward the end or after completion of coursework.

STUDENT STATUS WITHIN THE PSYCHOLOGY GRADUATE PROGRAM

1. Student in Good Standing
 - has successfully met all entrance requirements
 - has maintained an overall GPA of 3.0 or better with no grade below "C"
 - has not yet taken Beginning Practicum.
2. Provisional Status
 - students completing prerequisite courses for admission to the program as listed in 5b or 5c under Admission Requirements.
3. Probationary Status
 - a "Student in Good Standing" moves to Probationary Status when his/her overall graduate GPA falls below 3.0 or the student receives a grade below "C".
 - students on probation have one semester to return their GPA to 3.0 or above to regain "Good Standing"; failure to do this may lead to dismissal from the program.
4. Candidate Status
 - "Students in Good Standing" who pass the Counseling Practicum with a grade of "B" or better will be considered by the graduate faculty for "Candidate Status" which is essentially permission to continue in the program. All work to that point will be reviewed.
 - students who receive a grade below "B" in the Counseling Practicum will be denied "Candidate Status"; the graduate faculty will determine if the student is allowed to retake the practicum; failure to receive permission to retake the practicum will lead to dismissal from the program.

The Final Examination

Candidates who have successfully completed or are completing the Internship will submit a written case study of a client. Approval of these cases by the graduate faculty will lead to an oral examination covering this material.

Required Courses:

PY 601, 605, 610, 612, 615, 620, 625, 630, 635, 645, 650, 655, 660, 685, 695, 699 and 3 hours of approved elective credit.

GRADUATE COURSES IN PSYCHOLOGY

PY 501. Adjustment and Personal Growth. (3)

This course will introduce students to various theories used to understand people and abnormality, as well as how to successfully adjust to live stressors.

PY 502. Self and Society. (3)

This course will cover the various ways in which people process and interpret social information. It will also include the examination of how gender, race/ethnicity, socioeconomic status and sexual orientation affect individual experience.

PY 601. Statistics. (3)

Designed to be an introductory course in statistical analysis. Emphasis will be on practical methods as well as on theory. Topics include central tendency, variability, correlation, regression, hypothesis testing and analysis of variance. I.

PY 605. Theories and Methods of Counseling. (3)

Designed to introduce the pre-practicum student to a general model for effective helping skills. This course will include both didactic and experiential components. The course will emphasize basic attending skills as the foundation of effective listening. I.

PY 610. Personality Development. (3)

This course will compare and contrast the major themes of childhood and adolescent personality development. Constructs from the psychoanalytic, cognitive, behavioral and humanistic movements will be employed to analyze a person's adjustment from birth through adulthood. I.

PY 612. Learning and Cognition. (3)

This course covers the principles concerned with how people acquire, store, transform, use, and communicate information, as well as the application of cognitive behavioral theory in counseling. II.

PY 615. Career Development. (3)

Designed to allow informed choice concerning career choice and lifestyle, this course will cover vocational choice theory, career decision-making processes and career development exploration techniques. S.

PY 620. Family Systems: Theory & Treatment. (3)

The purpose of this course is to survey the fundamental processes of systems functioning and application of general theory to specific theoretical formulations of family development, family pathology and therapeutic interventions with disordered families. Major topics include normal family development, general systems concepts such as homeostasis, hierarchy and feedback loops, historical/psychodynamic theory and a systematic investigation of particular approaches to family function/dysfunction utilizing multi-generational viewpoints and various structural and strategic models. II.

PY 625. Research Design. (3)

The course will study research designs commonly used in counseling psychology research. Prerequisite: PY 601. II.

PY 630. Introduction to Professional Counseling. (3)

This course introduces students to theories of counseling and therapy, ethics and the diagnostic system used by psychologists. It includes an orientation to professional practice, and emphasizes a multicultural approach to counseling and therapy. Prerequisite: PY 605 and PY 610. II.

PY 635. Individual Intelligence Assessment. (3)

The student will administer a series of Wechsler individual intelligence tests. The student will learn to interpret the tests as indicators of scholastic ability and as screening devices for learning and emotional difficulties. The student will become cognizant of the limitations of intelligence tests in relation to their reliability, norming and interpretation. Fee required. I.

PY 645. Personality Assessment. (3)

This course will provide the student with a basic understanding of the fundamental properties of testing critical to test selection and interpretation. The student will also acquire a broad knowledge of several instruments used for the assessment of personality, intelligence, organic disorders and career development. Students will become proficient in administration of a battery of select objective and projective personality and career instruments, interpret the data provided by these instruments and integrate the information from the battery in report format. Prerequisite: PY 635. Fee required. II.

PY 650. Biological Bases of Behavior. (3)

Biological psychology explores the relationship between biology and human experience. II.

PY 655. Advanced Social Psychology. (3)

The scientific study of the ways in which individuals are affected by other people. There is also a special emphasis on how race/ethnicity, gender, age and sexual orientation affect experience. I.

PY 660. Theories & Methods of Group Counseling. (3)

This course will focus upon the structure and dynamics of the group treatment process. The student will be exposed to the important elements of selection, grouping and choice of leadership style. General techniques of group practice and applications to specific populations will be discussed. Prerequisite: PY 605 and PY 630. S.

PY 680. Special Topics. (1-3)

Special Topics will change every semester and include the study of timely and pertinent areas in the field of psychology. I, II, S.

PY 685. Counseling Practicum. (3)

This course will provide an initial experience with counseling practice. It will require familiarization of basic relationships-building techniques and the utilization of these processes in a supervised therapeutic situation. Prerequisites: PY 605, PY 610, PY 630, minimum of 21 graduate hours completed and consent of advisor. I.

PY 690. Directed Study. (1-3)

This course will give the student an opportunity to pursue a course of study through reading, study and research. One, two or three hours of

credit may be earned; a student may apply no more than three credit hours under this course number toward his degree. I, II, S.

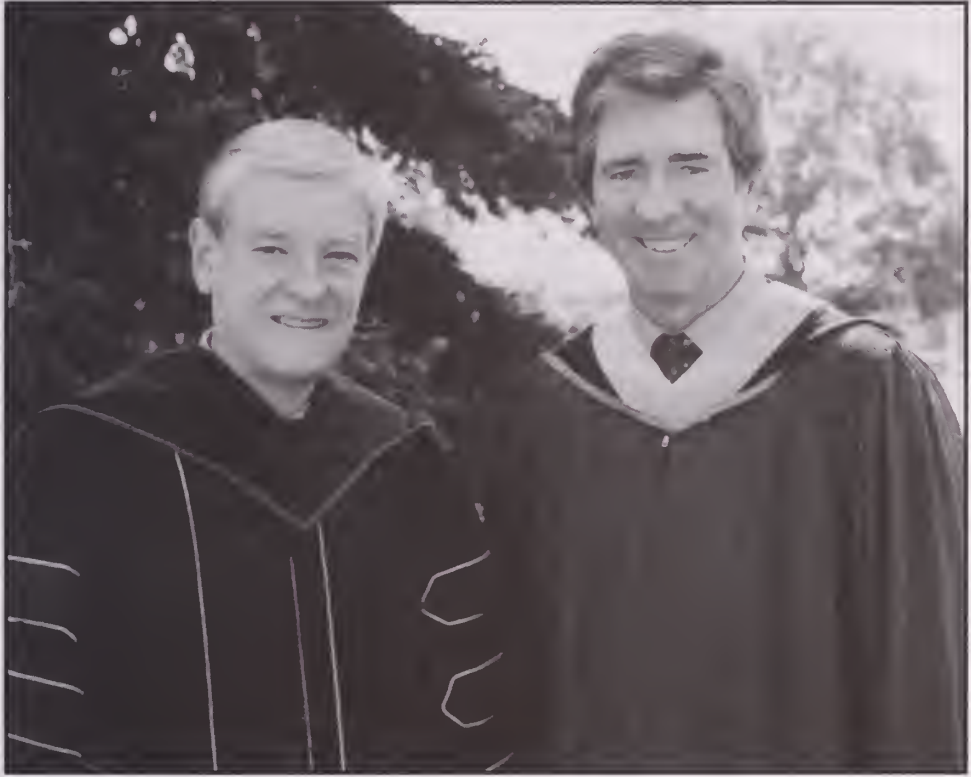
PY 695. Internship. (1-6)

This course will provide the culminating experience in a field/agency for which the student is preparing. The student will spend 750 hours working in a responsible, yet supervised capacity, in a professional placement. Prerequisites: PY 685 and a minimum of 30 hours of completed graduate work. I, II, S.

PY 699. Seminar in Abnormal Behavior. (3)

This course is designed to provide maximum interchange between instructor and student. The course content will deal with current issues in abnormal psychology. Topics to be discussed include current research, techniques and treatment alternatives which are related to the field of psychopathology. An additional goal is to provide the opportunity to do a thorough literature review in a selected area and make an in-depth class presentation. Prerequisites: Minimum of 18 hours completed including PY 605, 610 and 630. S.

ADMINISTRATION/FACULTY



Administration

BOARD OF TRUSTEES

Don H. Alexander (1995)

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Kansas City, Kansas

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Frank Toplikar
Belinda Troxler
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Faith Wilson, Ph.D.
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Paul Bookmeyer, C.P.A. (2001)
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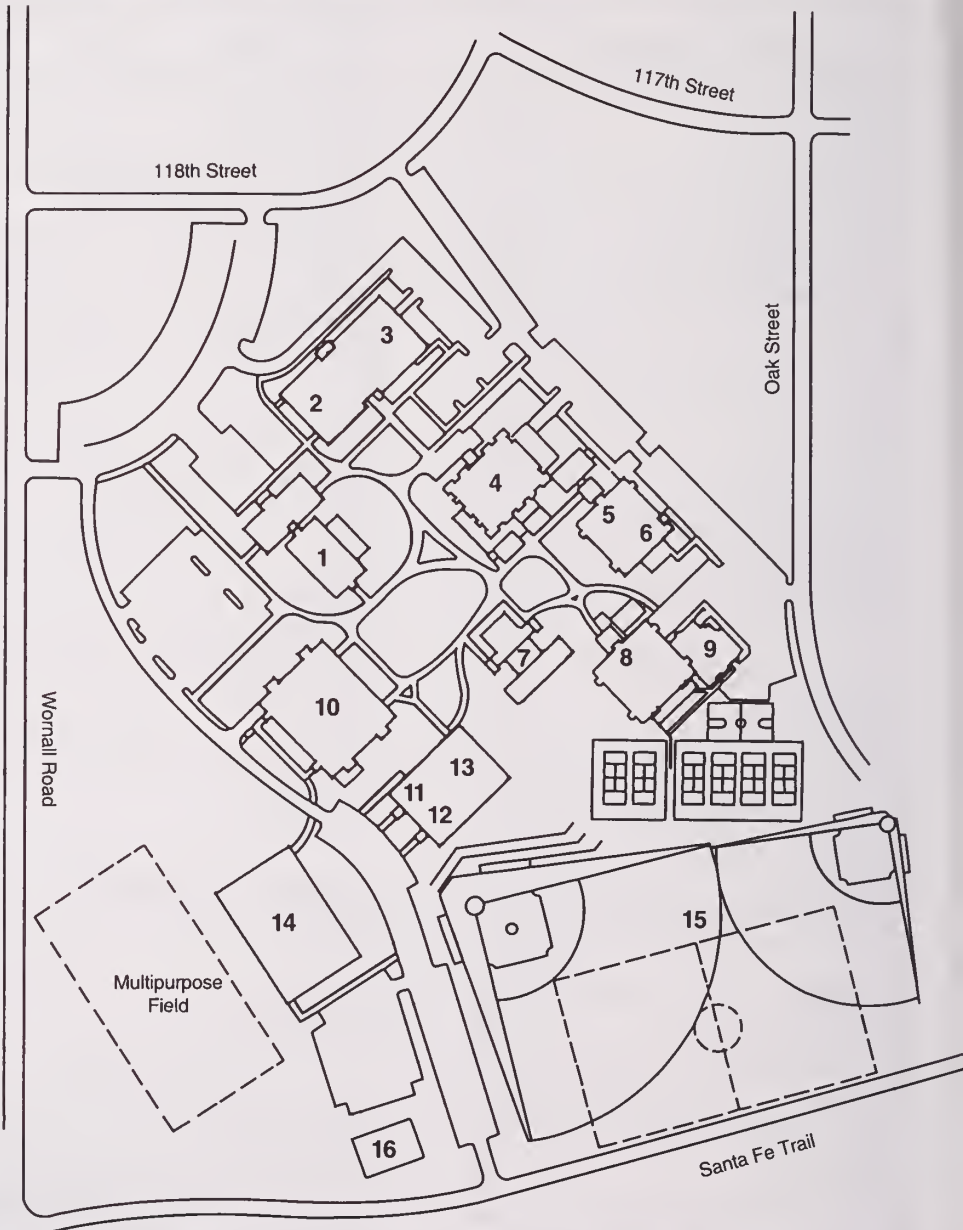
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Avila



L e g e n d

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Admissions, Administration,
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3. **Goppert Theatre**
Theatre, Music
4. **Marian Center**
Student Affairs, Dining Hall,
Snack Bar, Food Service,
Bookstore, ATM,
Student Union
5. **Carondelet Hall**
Residence Center
6. **Hodes Education Center**
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Psychology Division,
Classrooms,
Montessori School
7. **Foyle Hall**
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8. **Ridgway Hall**
Residence Center
9. **Dallavis Center**
Art Center, Photography,
The Talon Office,
Communication, TV Studio,
Classrooms
10. **O'Rielly Hall**
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11. **Whitfield Center**
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Classrooms, Business
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Avila Advantage Offices
13. **Hooley-Bundschu Library**
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